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ABSTRACT

This training unit provides persons involved in employment interviewing, vocational counseling, curriculum planning, and other manpower activities with a multifactor approach for obtaining information from an individual and relating the data to job requirements. It is intended to result in the development of the bridge between client potential and experience and the requirements of jobs, particularly for clients who need to make occupational or career choices or changes. The unit contains two training sessions (which include activities requiring use of the "Dictionary of Occupational Titles"--Volumes I, II, and the two supplements, "Handbook for Analyzing Jobs", and "Guide for Relating General Educational Development to Career Planning.") and three appendixes. Session I, Application of Worker Traits to Client Appraisal, outlines techniques for obtaining information from the client in terms of worker traits, and requires participants to practice developing worker traits profiles for the clients in the case histories provided. Session II, Utilization of Worker Traits Arrangement (WTA) in Formulating Vocational Goals, outlines techniques and procedures for relating data about the client to appropriate career areas of specific occupations. It contains a step-by-step procedure for relating the client data profile to the profile of job requirements for the WTA group(s), and other activities. Appendix A contains practice exercises, appendix B contains an introduction to worker traits, and Orientation to Worker Traits Arrangement (WTA) is provided in appendix C. (TA)

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MA HANDBOOK NO. 314

WORKER TRAITS

TRAINING UNIT

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Manpower Administration
1975

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TO : ALL STATE EMPLOYMENT SECURITY AGENCIES

FROM : Ben Burdetsky
Deputy Assistant Secretary for Manpower

SUBJECT : Worker Traits Training Unit

1. Content. The purpose of this handbook is to provide a training unit for persons involved in employment interviewing, vocational counseling, curriculum planning, and other manpower activities. This training unit can provide a structured, multi-factor approach for obtaining information from a job seeker or client and relating the data to job requirements. Its use can result in more detailed client data to relate to job openings and it can be a primary training tool for personnel in expanded manpower matching experiments.

2. Action Required. Please distribute to appropriate staff for their information and use.

RESCISSIONS	EXPIRATION DATE
None	Continuing

DISTRIBUTION

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PREFACE

The purpose of this training unit is to provide persons involved in employment interviewing, vocational counseling, curriculum planning, and other manpower activities with a structured, multifactor approach for obtaining information from an individual and relating the data to job requirements. Hopefully, its utilization will result in the development of the bridge between client potential and experience and the requirements of jobs, particularly for clients who need to make occupational or career choices or changes.

The initial draft of the unit was prepared by J. Edmond Phillips of the California Occupational Analysis Field Center, under the direction of Kenneth J. Bohn, Supervisor. Planning and technical direction were provided by Adaline Padgett, Division of Occupational Analysis, U.S. Employment Service, Leon Lewis, Chief. Evora McGlone of the Division of Occupational Analysis assisted in the final review, and the materials were prepared for publication by Karen Starke of the Missouri Occupational Analysis Field Center, Bernard J. Teiber, Supervisor.

A draft of the unit was used experimentally by a number of persons involved in interviewing and counseling in seven State agencies: California, Florida, Kansas, Louisiana, Michigan, Missouri, and Wisconsin. Subsequently, persons participating in these tryouts met at the national office to discuss the results of the utilization of the unit and to make recommendations for revisions and finalizing. The following persons attended the meeting and contributed to the revision.

California Agency:	J. Edmond Phillips, Occupational Analyst, Occupational Analysis Field Center, Los Angeles, Cal.
Florida Agency:	Eileen Peth, State Supervisor of Placement and Training, Talahassee, Florida; Neal Kolb, Supervisor, Occupational Analysis Field Center, Tampa, Florida.
Kansas Agency:	Robert G. Fountain, State Supervisor of Occupational Testing and Analysis, Topeka, Kansas; Mildred F. Horton, State Supervisor of Counseling, Topeka, Kansas.

Louisiana Agency: Barnaby B. Tilley, State Supervisor of Counseling, Baton Rouge, Louisiana.

Michigan Agency: Robert Briganti and Ernest D. Willoughby, Occupational Analysts, Occupational Analysis Field Center, Detroit, Michigan.

Missouri Agency: Bessie Kuhn, Occupational Analyst, Occupational Analysis Field Center, St. Louis, Missouri

Wisconsin Agency: H. A. Blankenburg, Manpower Consultant, Madison, Wisconsin; G. W. Reier, State Supervisor of Counseling, Madison, Wisconsin; Paul F. Schoff, Occupational Analyst, Occupational Analysis Field Center, Madison, Wisconsin; O. William Russell, Chief, Assessment and Orientation, Madison, Wisconsin.

Kansas City Regional Office: Fred Featherstone

National Office: Persons from the Division of Occupational Analysis; the Division of Counseling and Test Development; and the Division of Placement.

The draft of this unit was also used in training personnel in the computer-assisted Job Analysis Vocabulary (JAV) experiments and the Detailed Experimental Computer-Assisted Language experiments in Manpower Matching activities in six State agencies. Its utilization resulted in more detailed client data to relate to job openings. This unit will continue to be one of the primary training tools for personnel in expanded manpower matching experiments.

USES AND ARRANGEMENT

One of the basic objectives of the U.S. Federal-State manpower and employment service system has been to assist people in comprehending themselves in terms of their realistic potential to meet the requirements of jobs in the world of work. The problem in achieving this objective has been two-fold: 1) determining the requirements of jobs relevant to the potential of workers, and 2) determining the qualifications of persons in the same terms as the requirements.

The first of these problems was resolved by the development and publication of the Worker Traits Arrangement in Volume II of the third edition of the Dictionary of Occupational Titles[1] which contains worker traits requirements for most of the jobs in the economy.

This training unit was developed in response to the second problem. It provides techniques and procedures for obtaining information from the client in the same language as that used in describing jobs, and for relating the client data to job data in the Worker Traits Arrangement. Although it is primarily an instructor's guide for conducting two basic training sessions, it can be used as a textbook by individuals who are learning on their own. Persons trained in this approach can adapt the contents to meet the needs of specific programs and activities.

This unit is not intended to replace the techniques and procedures provided in the employment security operating manuals for the conduct of its various programs. Rather, it is anticipated that its utilization will result in additional pertinent client information to supplement those data derived from the usual methods.

Because the titles of persons involved in employment service activities are not consistent throughout the various State agencies, the words "interviewer" and "client" used in this publication have the following meanings:

Interviewer - One who converses with a job applicant or other person interested in obtaining employment now or in the future to obtain information which may help identify job placement or career potential.

Client - One who is seeking assistance in finding a job, in career exploration and planning, and/or in related concerns.

1/ Dictionary of Occupational Titles, U.S. Department of Labor, Manpower Administration, 1965. For sale by Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The unit contains two training sessions and three appendixes.

Session I Application of Worker Traits to Client Appraisal:

Outlines techniques for obtaining information from the client in terms of worker traits. Contains clues for relating information from the client to worker traits factors, along with discussions on the evaluation of these clues. Included are techniques for evaluating school achievement; test results; leisure-time activities; hobbies; stated interests; results of interest inventories; military service; previous work experience, if any; reasons for leaving school and/or work; and other relevant data. Since the information obtained during the interview may consist of little more than these clues, the interviewer is cautioned against reaching rapid conclusions before exploring this information to the maximum extent possible.

During the session, participants practice developing worker traits profiles for the clients in the case histories provided them.

Session II Utilization of Worker Traits Arrangement (WTA) in Formulating Vocational Goals:

Outlines techniques and procedures for relating data about the client to appropriate career areas of specific occupations. The Worker Traits Groups contain jobs occurring in various technologies clustered according to estimated worker traits requirements described in the same language as that used for obtaining data from the client (See Session I, above). The appraisal of a client in terms of these traits does not depend upon previous work experience, which makes this technique particularly valuable in working with persons who have little or no work history, or who for some reason cannot continue in the work which they have been performing.

This session contains a step-by-step procedure for relating the client data profile to the profile of jobs requirements for the WTA groups(s); selecting the group(s) for exploration by the client; discussing occupational choices with the client; providing client with information on occupational data available from other sources - labor market information, including such items as data about available job openings, prevailing wages, occupational outlook, locations of possible employers, etc., and if the client is interested in long-range goal, discussing education and training required, where they can be obtained, the probable length, possible sources of aid and related factors.

Appendix A Practice Exercises

Describes four client cases for use by participants in applying techniques in Sessions I and II. Four different types of clients are described - a discharged serviceman, an older worker returning to the labor market, a handicapped worker who must change jobs, and a disadvantaged person. Participants will evaluate data in each case in terms of abilities, personal traits, and individual characteristics and develop a profile for each.

This section also contains discussions of evaluations for each client and a possible appropriate solution for each. The user is cautioned, however, that this material represents an overall approach to providing assistance to the client and that in many cases the development of a suitable job or career choice should be merged with counseling, which deals with other problems of employability.

Appendix B Introduction to Worker Traits

Contains a procedure for promoting greater understanding of worker traits concepts and definitions as they relate to job requirements. Provides for training based on utilization of the Handbook for Analyzing Jobs. 1/

Appendix C Orientation to Worker Traits Arrangement

Provides for training in the contents and format of this part of the Dictionary of Occupational Titles, to facilitate its use in a variety of manpower programs, particularly those concerned with relating people and jobs.

Appendix A is to be used with both basic sessions, while Appendixes B and C are to be used as the needs dictate. Primarily, they should be utilized in the following manner:

Persons having no training in worker traits concepts and no training in the Worker Traits Arrangement should be trained in both Appendixes B and C preliminary to attending the basic sessions;

Persons who are knowledgeable of worker traits as presented in the Handbook for Analyzing Jobs, but are not familiar with the Worker Traits Arrangement, should receive training in Appendix C prior to the basic sessions;

1/ Handbook for Analyzing Jobs, U.S. Department of Labor, Manpower Administration, 1972. For sale by Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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SESSION I.

APPLICATION OF WORKER TRAITS FOR CLIENT APPRAISAL

SESSION OUTLINE

SUBJECT:	Application of Worker Traits for client appraisal
OBJECTIVE:	To promote the use of Worker Traits concepts in estimating a client's potential.

TRAINING AIDS:	Large Blackboard * Visual Aids (optional)
MATERIALS:	Dictionary of Occupational Titles, Volumes I and II Supplements 1 and 2 to the DOT Handbook for Analyzing Jobs Guide for Relating General Educational Development to Career Planning 1/
METHODS:	Lecture; Visual Aids; Practice Exercises

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*Charts, slides, and other visual aids can be prepared if facilities are available. Data portrayed will be from Handbook for Analyzing Jobs; the Dictionary of Occupational Titles; and The Guide for Relating GED to Career Planning.

[1]Relating General Educational Development to Career Planning, U. S. Department of Labor, Manpower Administration, 1971. For sale by The Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

KEY POINTS	TEXT
Rationale	In order to relate the client to appropriate vocational goals and job opportunities, common concepts, language, and approaches must be used for characterizing both jobs and people. In other words, the individual's potential must be expressed in the same manner as requirements made on workers.
Data Needed	Data needed for applicant appraisal include the following: 1. Estimated level of educational development attained. 2. Identification of a person's interests. 3. Knowledge of client's adaptabilities as they relate to the temperaments required by the job situations. 4. Recognition of strengths and weaknesses in aptitudes that a person may possess. 5. Knowledge of a person's physical capacities and tolerances for the working environment.
Means of Comparison with Job Requirements	These items have been defined as Worker Traits components and used as the primary criteria in collecting and recording information about jobs. So, if a client's potential can be appraised by using the same definitions and rating scales that are used in analyzing jobs, we have a general basis for relating people to jobs.
People Assessed Differently Than Jobs	As people are more complex, with varying configurations of characteristics, we cannot assess them with the consistent approach used in analyzing jobs. Skill and perceptiveness on the part of the interviewer, along with judgment, will have to be used in order to obtain client data.
Interview Main Source of Information	The main source of information usually will be the interview. Care must be taken to obtain as much data as possible during the interview sessions, and the interviewer must be alert and sensitive to small clues. We will consider some of these clues as we discuss the application of each of the Worker Traits in this activitity.

KEY POINTS	TEXT
APPRAISING GENERAL EDUCATIONAL DEVELOPMENT	First we will consider General Education Development (GED).

INSTRUCTOR: WRITE "GED" ON BLACKBOARD.

Definition of GED

As stated in the Handbook for Analyzing Jobs and in the Guide for Relating General Educational Development to Career Planning, GED embraces those aspects of education (formal and informal) which contribute to the worker's (a) reasoning development and ability to follow instructions, and (b) acquisition of "tool" knowledges such as language and mathematical skills. This is education of a general nature which does not have a recognized, fairly specific occupational objective. Ordinarily, such education is obtained in elementary school, high school, or college. However, it is derived also from experience and self-study.

Application to People

Appraisal of an individual in terms of GED is based on all pertinent life experiences, including specific criteria such as:

1. School achievement, including grade level attained, subjects studied, standing in class, and honors or special recognition in specific subjects.
2. Special courses, including military or civilian.
3. Results of tests which measure degree of academic achievement or general intelligence.
4. Leisure-time activities.
5. Achievements, both vocational and personal, in previous work situations, if any.
6. Communication level, both written and oral communicating during interviews.

Formal Education--Not Accurate Measure

Since GED is frequently derived from formal education, we might want to immediately "equate" the individual's schooling to an estimated level of educational development, but this does not work very well for several reasons. First of all,

KEY POINTS	TEXT
Formal Education--Not Accurate Measure (cont'd)	curriculum standards vary from school to school, from community to community, and from State to State. Also, the content of courses may change as time passes. More importantly, the number of school years completed is quite often a poor measure of the amount of usable knowledge that has been retained. Persons may have completed several years of formal high school education and yet score at a 5th or 6th grade level on achievement tests such as the Stanford Achievement Test (SAT). (If achievement test scores for a client are known, they may be used along with other information in formulating the estimate of GED. However, such tests may not furnish conclusive information by themselves, especially for disadvantaged clients.) Additional items to consider in the client's GED would include self-study, education acquired in military service or in correctional institutions, hobbies, and participation in religious organizations or social clubs. As stated previously, the entire life experience must be considered. Let us outline some of the points of discussion that can be explored during the interview with the client for possible clues to GED level.

INSTRUCTOR: WRITE AN OUTLINE OF THESE POINTS ON THE BLACKBOARD AS THEY ARE PRESENTED AND OF OTHERS THAT MAY BE SUGGESTED IN CLASS DISCUSSION.

Clues for Evaluation

Some of the items to be considered in evaluating the GED levels of job duties may also apply to client appraisal. The progression of reasoning development described in the six GED levels, for example, can be useful in assessing the reasoning ability of the client. Answers to such questions as the following can be explored in the interview and then compared to the category of the GED levels:

INSTRUCTOR: PRESENT THE FOLLOWING QUESTIONS SLOWLY SO THAT CLASS CAN MAKE NOTES.

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1. What type of instructions has the client followed on previous jobs or in other activities such as school work and leisure time pursuits? oral

KEY POINTS	TEXT
	instructions? schedules? interpretation of technical manuals? nonverbal symbolism?
	2. Does the client appear to reason mainly on the common sense level?
	3. Can the client cope with situations where there is limited standardization?
	4. How many variables can the client deal with in a work or play situation?
	5. Does the client have the reasoning ability to deal with an organized body of knowledge (apply principles of rational systems) to solve problems?
	6. Can the client reason, using logic or scientific thinking?
	7. Can the client deal with abstract variables?
	8. Can the client conceptualize?
School Activities	Recency of school must be taken into consideration; as well as names of subjects studied; likes and dislikes for various subjects; grades made in courses (especially math and language); special extra-curricular activities and participation in school clubs. Compare the information with curriculum data for math and language levels on pages 6-15, Relating General Educational Development to Career Planning.
Communication Skills	Client's oral and written verbalization will provide a clue to language development. Questions can be asked regarding reading habits. What does the client choose for leisure reading? How often does the client read on his/her own? The television programs that the client prefers to watch may also provide some clues to language development.
Previous Work Experience(s)	The general nature of previous jobs (if any) may give some suggestion of the GED level requirements that the client was required to meet. It should be kept in mind that the client may have worked on jobs below his/her level of potential. Care must be taken, however, since the client's reports of his previous work may not be entirely objective Specific questions can be asked regarding the amount and kinds of math and language required to perform

KEY POINTS	TEXT
	the tasks involved.
Leisure Time Activities, Hobbies	The avocational activities of the client often provide important clues to educational development. For example, those activities which involve the use of language, i.e., acting as club secretary, playing word games, working crossword puzzles, participating in theater groups; and those activities which involve the use of mathematics, i.e., acting as club treasurer, keeping family budget, figuring betting odds or handicapping horse races, playing dominoes, etc.
Reasoning, Mathematics, Language Considered Independently	The points we have discussed should provide you with some ideas for exploring and estimating educational development when interviewing the client. Each of the three GED categories (reasoning, mathematics, and language) should be considered independently, and the client's level in each of the three should be estimated.
Practice Exercises--GED	Let's see how well you can do at estimating GED from the four case histories that have been prepared as practice exercises. You will find the full case histories in Appendix A, Pages 44, 51, 58, and 65, respectively.
	The cases are stated in terms of the basic problem followed by additional information that presumably was obtained from interviews with the clients. You will be working at some disadvantage, of course, because you are limited to the information that is provided. In a real interview situation you would obtain much more information than is briefly summarized in the additional items. Also you would be able to follow up on a particular point for clarification. Nevertheless, see what you can do with the clues that are provided. At the end of each case history, there is a section "Client Appraisal" for recording your estimates of the client's educational development. When you have completed your appraisals, we will discuss the results.

KEY POINTS	TEXT
INSTRUCTOR:	SEE PAGES 49, 57, 65, and 73 FOR DISCUSSIONS OF THE FOUR CASES. GO OVER EACH AND OBTAIN COMMENTS FROM TRAINEES.
	Are there any questions regarding the evaluation of GED for a client? (pause to answer any questions)
APPRAISING SPECIFIC VOCATIONAL PREPARATION Definition	Specific vocational preparation (SVP) must also be estimated. According to the Handbook for Analyzing Jobs, it is "the amount of time required to learn techniques, acquire information, and develop the facility needed for average performance in a specific job-worker situation."
INSTRUCTOR:	ERASE GED MATERIAL AND WRITE "SVP" ON BLACKBOARD.
Nine Levels	The circumstances under which SVP may be acquired are stated on page 209 of the Handbook. (Allow class time to locate page.) On page 220 we see the chart for the nine SVP levels. An SVP level should be estimated for any vocational training or work experience in the client's background.
Making SVP Notation	In addition, the specific situation in which the SVP was acquired should always be identified. For example, a client who has had six months on-the-job training in a prison cabinet shop would be evaluated as: "SVP: 4, woodworking."
INSTRUCTOR:	WRITE NOTATION "SVP: 4, WOODWORKING" ON BLACKBOARD.
	The 4 indicates a time period of 3 to 6 months of preparation and "woodworking" specifies the job-worker situation. (SVP for different kinds of work should not be combined into a single SVP estimate.) Any other kind of SVP would be listed and identified separately.

KEY POINTS	TEXT
SVP May Be Disregarded	If the client has not had any occupationally significant vocational or on-the-job training, disregard the estimation of SVP.
Published SVP Ratings for Fully Qualified Workers	In the four case histories there is only one client who has an occupationally significant SVP. It is John Hildenburt, the client with the injury-handicap. How would you evaluate and record his SVP level? (pause for response). In the case of a person who has already reached the point of average performance and has been working for some time as a fully qualified worker, the appraisal of SVP will be the same as the full SVP rating that has been estimated for the person's occupation. The SVP rating for the job of Maintenance Mechanic II (any ind.) 638.281, the job in which John Hildenburt was fully qualified, has been estimated as SVP: 7. How do we know that it is level 7? (pause for response). We know because the information is available in the DOT Supplements (hold up copy of Supplement #1) which give the estimated SVP for every defined job in the DOT. The notation would then be: "SVP: 7, MACHINERY MAINTENANCE MECHANIC." You may want to add the notation to your case history sheet. For the remaining clients you can enter a dash next to the SVP.

INSTRUCTOR: WRITE NOTATION "SVP: 7, MACHINERY MAINTENANCE MECHANIC" ON BLACKBOARD.

Recency of SVP Must be Considered	Recency of training or experience can be an important factor in rating SVP in a client. In the case of Helen Benson, the previous clerical training is no longer significant because of the length of time which has passed. Are there any questions regarding the appraisal of SVP for clients? (pause to answer questions)

INSTRUCTOR: ERASE SVP MATERIAL AND WRITE "APTITUDES" ON BLACKBOARD.

APPRAISING APTITUDES	Aptitudes are defined in the Handbook for Analyzing Jobs as the "specific capacities or abilities required of an individual in order to facilitate the learning of some task or job duty."

KEY POINTS	TEXT
Definition	As stated in Appendix B of the Handbook and Volume II of the DOT, the eleven aptitudes defined and used in the analysis of jobs are: Intelligence, Verbal, Numerical, Spatial, Form Perception, Clerical Perception, Motor Coordination, Finger Dexterity, Manual Dexterity, Eye-Hand-Foot Coordination, and Color Discrimination.
Five Levels	On page 233 of the Handbook we see an explanation of the five levels that are used to indicate the amount of an aptitude required in a job. These levels represent amounts possessed by segments of the working population, as follows: Level 1, the amount of aptitude possessed by the top 10% of the working population; Level 2, by the upper third less the top 10%; Level 3, by the middle third; Level 4, by the lower third less the bottom 10%; and Level 5, by the lowest 10%.
People Evaluated In Terms of Five Levels	As a result of job analysis studies, we have Aptitude information expressed in the qualifications profiles for the Worker Traits Groups in the DOT. Now we want to be able to obtain Aptitude information about individuals in the same terms.
Interview a Source of Information	One possible way is by testing, especially since the Employment Service has the General Aptitude Test Battery (GATB). Before we discuss testing, however, let's talk about the clues to Aptitudes that may be obtained from the interview only. In some cases you may not have immediate access to GATB scores for a client. Other clients, because of disadvantage or language difficulty, cannot be tested successfully with the GATB. For these reasons it may be necessary for an interviewer to estimate a client's Aptitudes from the interview itself.
Aptitudes Inferred from Activities	Aptitude information may be inferred from a client's activities--activities on previous jobs, or activities of an avocational nature. This is especially true of the psychomotor factors, such as Finger Dexterity, Manual Dexterity, Motor Coordination, and Eye-Hand-Foot Coordination. If it appears that

KEY POINTS	TEXT
Aptitudes Inferred from Activities (cont'd)	activity of this type was present on a previous job or in some leisure pursuit, the interviewer can explore the complexity and frequency of the activity. In order to do that questions can be asked, such as: 1. What kind of tools did you use on your last job? How did you use them? 2. How fast did you have to work to assemble the parts that you put together? 3. What was the hardest thing you did on your job? What was the easiest for you to do? 4. How often did you drive the forklife truck? 5. How well can you type? 6. What sports do you like? _ 7. How good are you at shooting pool?
Degree of Success Must be Considered	The presence of a clue activity in a previous job may not be sufficient information to infer aptitude potential. It may also be important to determine the client's degree of success in performing the activity. A worker who was required to perform rapid assembly or packing work, and who did this easily, and who can express pride and enthusiasm about his accomplishment, may help to verify the inference of above average Manual Dexterity Aptitude. On the other hand, a worker who has been discharged from work for his inability to perform some activity may thereby indicate a possible aptitude weakness rather than a strength. The need to determine the degree of success will apply to all of the Aptitude factors.
Numerical--Clerical Perception Clues	Inferences of Numerical and/or Clerical Perception Aptitudes may be gained by asking specific questions about the nature of previous duties, such as: 1. Did you do any figuring, or work with numbers on your warehouse job at Holmes Co.? 2. Did you make change for customers on your last job? Did you read the sales tax from a chart?

KEY POINTS	TEXT
Numerical--Clerical Perception Clues (cont'd)	3. What kind of records did you have to keep in the stockroom? How much time did you spend with the paperwork. 4. Did you file the IBM cards by numbers or by alphabet? Were you checked for accuracy? Clues for Numerical and/or Clerical Aptitudes may also be obtained from leisure time activities, such as from the client who often marks scores and play notations on a scorecard while watching or listening to a baseball game, or a client who likes to be the scorekeeper in a bridge game.
Form Perception --Spatial Aptitude Clues	Form Perception and Spatial Aptitudes are more difficult to infer from activities because they are not so obvious. However, there are some clues. Sometimes the general nature of work previously performed will suggest these aptitudes, i.e., carpentry, lathing, pipelaying, tilesetting, etc. Some information may also be gained by asking questions about the need for correct alignment, or the closeness of tolerance required in previous duties, or by asking if any work was performed by following blueprints, diagrams, or by comparing objects with a prototype or model. Many leisure activities, such as sports participation, require Spatial Aptitude. The playing of billiards or pool may infer this ability. The building of model kits from diagrams suggests need for both Spatial and Form Perception. An activity as simple as putting together jigsaw puzzles may provide clues.
Verbal Aptitude Clues	Verbal is also one of the eleven Aptitudes and must be estimated. The interviewer's task in this case is not to determine the educational level, but rather the potential of the client to be able to understand and use language. This is displayed in the speech habits of the client during interview, in the written material which he places on records and forms, in tasks which he has previously performed on other jobs, and in his activities while away from work. Some questions to be considered regarding a client's previous work might include:

KEY POINTS	TEXT
Verbal Aptitude Clues (cont'd)	1. Has the client ever had a job which involved public contact? If so, what kind of information was given or exchanged? 2. Has the client ever had to prepare reports or make written records on previous jobs? What kind of information was included? 3. Has the client ever followed written instructions in order to do the work? 4. Has the client done typing and filing work? 5. How good is the client at persuading people?
Color Discrimination Estimate	If a client can distinguish among various colors, at least level 3 of Color Discrimination can be assumed. The client's ability to discriminate among shades and color values will be difficult to establish unless the client has been involved in some activity, either in a work or leisure situation requiring this discrimination (art work or decorating.)
Intelligence Factor Estimate	Factor G, Intelligence, is defined as "The ability to 'catch on' or to understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school." The interviewer will have to apply an overall impression of the client and consider the summary effect of the other Aptitude factors to estiamte this potential in the client.
Comparison of G Factor and GED	Some clues for estimating the G level can be obtained from the estimates already made for GED. However, Aptitude G and GED should never be thought of as being identical, although levels of the two reflect a high correlation (parallel highs and lows).
Appraisal In Terms of the Five Levels	For all the Aptitude factors, the final appraisal notation must be made in terms of the five postulated levels as defined in the Handbook for Analyzing Jobs. The estimated levels result from relating client data to the illustrative situations in the Handbook for Analyzing Jobs.

KEY POINTS	TEXT
Practice in Aptitude Appraisal with the Case Histories	Using this technique, formulate an estimated Aptitude profile for each of the four case histories.

INSTRUCTOR: ALLOW CLASS TIME TO COMPLETE APTITUDE EXERCISE. WHEN COMPLETED, DISCUSS RESULTS OF ESTIMATES. REFER TO CASE DISCUSSION SHEETS BEGINNING ON PAGE 46.

Assessment of Aptitudes by Testing

Now we will discuss the assessment of Aptitudes of the client by means of an Aptitude test--the GATB, and the relationship of test results to the five Aptitude levels in the Handbook for Analyzing Jobs and the Dictionary of Occupational Titles.

Problem in Comparing Different Kinds of Data

This relationship is based on the comparison of two different types of data:

1. GATB data are Aptitude scores obtained by testing persons.

2. Aptitude profiles are estimates of the amounts of Aptitudes required for average performance on specific jobs obtained through analysis of the jobs.

How can we then compare these two different kinds of data? How can the interviewer relate a person's GATB score to the estimated Aptitude profiles of Worker Traits Groups? What relationship does a score of 95 for Form Perception on the GATB have with a rating of level 3 for Form Perception in a Worker Traits profile?

Conversion Table

For this purpose consider the following conversion table:

KEY POINTS | TEXT

Chart #1

Worker Trait Aptitude Levels	GATB Scores
1	126 +
2	109 - 125
3	92 - 108
4	75 - 91
5	74 and below

As an example of the application of the conversion table, let us suppose that a client makes the following scores on the GATB:

G	V	N	S	P	Q	K	F	M
92	79	90	98	95	76	101	109	112

INSTRUCTOR: WRITE GATB RESULTS ON BLACKBOARD.

Use of Conversion Table

What Aptitude profile will result if we apply the conversion table? Let's take each factor and write in the Aptitude level on the blackboard.

INSTRUCTOR: WRITE EACH LEVEL NUMBER IN AS CLASS IDENTIFIES IT. RESULTS SHOULD BE AS FOLLOWS:

G	V	N	S	P	Q	K	F	M
3	4	4	3	3	4	3	2	2

This shows how we can arrive at an Aptitude profile for a person, based on GATB results. We can then compare it to the Aptitude profiles for jobs as given in the Worker Traits Groups.

KEY POINTS

TEXT

This procedure also works in reverse. For example, a client states that he is very interested in sports and would like to be a physical education teacher in a high school. The interviewer working with this client is interested in knowing if the client possesses the Aptitudes generally required to prepare for this occupation. (The interviewer will, of course, be interested in all the Worker Traits requirements, but to make our present point we will limit our discussion to Aptitudes.)

The client can be tested, but where can the interviewer get the needed information about the Aptitude requirements for the job of physical education teacher in order to compare the client's test results with Aptitude profiles? (pause for response)

The interviewer can turn to the Worker Traits Group where the occupation of physical education teacher is located.

As an exercise, let's see how quickly you can find the particular group in the Worker Traits Arrangement in Volume II in which the physical education teacher appears. When you have found the right Worker Traits Group, copy the levels indicated for each of the Aptitude factors and then convert them, using the conversion table, to GATB score ranges. Raise your hand to indicate when you have finished.

KEY POINTS | TEXT

INSTRUCTOR: ALLOW TIME FOR CLASS TO COMPLETE EXERCISE. IN THE MEANTIME BEGIN TO WRITE THE FOLLOWING OUTLINE ON THE BLACKBOARD. ASK CLASS TO PROVIDE APTITUDE LEVELS AND GATB RANGES. FILL IN ANSWERS ON OUTLINE.

Aptitude Factors	Aptitude Levels	GATB Ranges
G	2	109 - 125
V	2	109 - 125
N	3 - 4	75 - 108
S	4	75 - 91
P	4	75 - 91
Q	4	75 - 91
K	2 - 3	92 - 125
F	2 - 3	92 - 125
M	2 - 3	92 - 125
E	2 - 3	no GATB score
C	4 - 5	no GATB score

Now we have some idea of the Aptitude range, in terms of GATB scores, required by this job. We can compare this with the client's test results, if the client is tested.

Aptitude Ranges Reflect Average Scores, Not Minimum Cutting Scores

A very important point must be made in regard to the interpretation of conversion information. <u>These ranges represent mean scores and must not be thought of, or used, as cutting scores</u>. Cutting scores usually reflect minimum aptitude requirements. Aptitude ratings in the Worker Traits Qualifications Profiles represent the estimated amounts needed for satisfactory average performance and it is necessary that the aptitudes of the client be expressed in the same manner. For this reason, the interpretation of the score ranges on the blackboard should be:

1. The amount of Intelligence required for average performance as a physical education teacher is estimated to be in the GATB score range of 109-125.

KEY POINTS	TEXT
Aptitude Ranges Reflect Average Scores, Not Minimum Cutting Scores (cont'd)	2. The amount of Verbal Aptitude required for average performance as a physical education teacher is estimated to be in the GATB score range of 109-125. 3. The amount of Numerical Aptitude required for average performance as a physical education teacher is estimated to be in the GATB score range of 75-108. You may be interested in the GATB results of your case history clients, so that you can compare them with your appraisals.

INSTRUCTOR: WRITE FOLLOWING SCORES ON BLACKBOARD:

	G	V	N	S	P	Q	K	F	M
Ernie Fulton	92	83	93	106	107	91	105	100	110
Helen Benson	112	120	103	92	92	110	97	96	94
John Hildenburt	120	118	125	122	127	102	106	104	---
William Jackson	(could not be tested)								

Are there any final questions about estimating Aptitudes of a client? (pause to answer questions)

INSTRUCTOR: ERASE APTITUDE INFORMATION AND WRITE "INTERESTS" ON BLACKBOARD.

APPRAISING INTERESTS

Definition

We will now turn our attention to Interests. Interests, as we have learned before, are preferences for certain types of work activities or experiences, often with accompanying rejection of contrary types of activity or experiences. Jobs have been analyzed and rated in terms of ten bipolar statements which reflect Interest pattern of the jobs. Now we are concerned with estimating the interests of people in terms of these same factors. Let's review the ten Interest factors on page 317 of the Handbook for Analyzing Jobs.

KEY POINTS	TEXT
INSTRUCTOR: REREAD WITH CLASS EACH OF THE INTEREST FACTORS.	
Assessment Must Be in Terms of Ten Interest Factors	Information about a client's interests can be obtained from the interview. As a guide, the interviewer can observe the following points.
INSTRUCTOR: OUTLINE THE FOUR POINTS ON THE BLACKBOARD AS THEY ARE PRESENTED.	
	1. Know the Interest factors well. 2. Develop the discussion around the ten factors. 3. Relate client's work and nonwork experiences (avocations, leisure-time activities, etc.) to the Interest factors. 4. Evaluate all information and determine interests that are realistic and vocationally valid. One technique that can be used is to ask the client "What did you like best on your last job?" Followed by, "What did you like least?" This type of questioning can be used to cover any previous employment.
Leisure Activities May Indicate Occupationally Related Interests	The interviewer who is obtaining information about client's interests will not want to overlook leisure time activities, since in some cases what a person does on his own time is what he would like to do in a work situation. Whether or not the interests revealed in leisure time pursuits can be transferred to work situations is a judgment that the interviewer will have to make. For example, it might be difficult to relate occupationally a client's interest in watching television, whereas a client who likes to tinker with his automobile offers many more occupational possibilities.

KEY POINTS	TEXT
Interest "Tests" as a Source of Information	In addition to information obtained during the interview, there are also tests, checklists, and related materials that are designed to inventory, survey, or measure a client's interests. They usually consist of a list of specific situations which the client checks to indicate his likes, dislikes, or preferences.
Practice in Appraising Interests in Clients	Before we discuss these, appraise each of the four case history clients in terms of the Interest factors. Read the information from the case histories and select from the 10 Interest factors statements those which you feel most strongly reflect the estimated interests of the four clients. Choose as many factors as you need. Use the numbers to represent the factors. The results will be an Interest profile for the client stated in the same terms as the Interest profile for jobs.

INSTRUCTOR: ALLOW TIME FOR CLASS TO COMPLETE INTERESTS EXERCISE. WHEN COMPLETED, DISCUSS RESULTS OF APPRAISALS, REFERRING TO CASE DISCUSSIONS.

The most familiar of the interest measurement devices in general use are the Strong Vocational Interest Inventory of Edward K. Strong and the Kuder. Strong's inventory is not utilized in the Employment Service, although some other public agencies use it, whereas the Kuder is rather widely used. Another paper and pencil inventory is "The Interest Check List", developed by the U. S. Employment Service and used in many of the local offices. We will discuss the Kuder briefly. It is possible to make some inferences from Kuder results in terms of the Worker Traits Interests for a very good reason: the bipolar factors were suggested by the work of William C. Cottle who identified 5 pairs of bipolar factors as a result of the factor analysis of results from four tests--the Minnesota Multiphasic Personality Inventory (MMPI), the Bell Adjustment Inventory, the Strong Vocational Interest Blank for Men, and the Kuder Preference Record, administered to a selected group of individuals. One has only to examine Cottle's research report to see the influence of the Kuder in the results. Here we see some of the more clear-cut influences of the Kuder on the Worker Traits Interest Factors (Points to chart or writes on blackboard).

KEY POINTS	TEXT

Kuder Profile Areas	Worker Trait Interest Factors
Mechanical	1a, 4b, 5b
Persuasive	2a
Computational	1a, 3a
Clerical	3a
Literary	1b, 3b
Scientific	2b

Caution about Interpretation of the Chart

(Allow time class to copy information). It must be kept in mind that the bipolar factors resulted largely from combinations of both Strong and Kuder factors. In many cases the Kuder factor shown here on the chart as contributing to the Worker Traits Interest did not stand alone in the factor loadings but was supported by similar factors from the Strong results.

There is no one-for-one relationship possible between Kuder profile and the Cottle factors, but some general inferences may be drawn from the relationships on the chart.

INSTRUCTOR: IF AVAILABLE, PASS OUT COPIES OF THE INTEREST CHECK LIST FOR CLASS TO EXAMINE.

Interest Check List Relates to Worker Traits Groups

The items on the Interest Check List of the U. S. Training and Employment Service relate to Worker Traits Groups, rather than specific interest factors.

Are there any final questions regarding the appraisal of client Interests? (Pause to answer questions)

APPRAISING TEMPERAMENTS
Definition

The Worker Traits Component of Temperaments is defined in the Handbook for Analyzing Jobs, page 297-313.

Now let's review the twelve Temperament factors and think of their possible application to people.

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KEY POINTS	TEXT
INSTRUCTOR: RE-READ EACH OF THE TEMPERAMENT FACTORS WITH CLASS.	
	If you compare the descriptions of the Interests with the Temperaments, you might conclude that there is little or no difference between some of the factors of the two components. However, a distinct and separate viewpoint is needed in considering the Interests vs. the Temperaments. In relating these two components to people, Interests asks the question about a worker: "What are his work-activity preferences?" Whereas Temperaments asks the question: "Does he have the ability to adapt to specific job-worker situations?" Specifically, "can he adapt to a rigid, set routine or must he have varied duties?" "Does he have the qualities to become a leadman, or is he more of a follower?" "Can he stand pressure and stress?" "Can he comply with rigorous production standards?" etc.
Temperament Situations Are Limited to Jobs	It is recognized that there are many personality factors in addition to those suggested by the twelve Temperament situations, but they are not clearly related to job requirements. In appraising people in terms of Worker Traits we are going to limit our consideration of Temperaments to those adaptabilities that are directly related to the requirements of work situations.
Interview--Main Source of Information	At the present time there is no measuring or testing device available for this purpose. Most of the information about a client's Temperaments will have to be obtained through the interview and its value will depend upon the ability of the interviewer to identify these data in terms of the defined Temperaments factors. Temperament factors appear to be more closely related to problems of job adjustment than the other Worker Traits.
Previous Employment May Provide Clues	The interviewer can obtain some clues from the client's attitude toward any previous employment situations. Special attention should be given to learning if the client has ever quit a job or has been discharged from a job. The reason for the separation may relate to the inability, or unwillingness, on the part of the client to adjust to the work situation.

KEY POINTS	TEXT
"Liked Best-Liked Least" Technique Can Apply to Temperaments	If the client has had any previous employment, an interview technique similar to that which was suggested for the Interests can be used in which the client is asked what he/she liked best and what he/she liked least about previous jobs. In this case the question will not be limited to job duties but will be open to any aspect of the job that might offer clues to Temperaments. In response to the general type of question, the client may speak of situations that are similar to those described in the Temperaments factors, such as, "I didn't like all the pressure there," or, "I liked the public contact part of my job very much." Sometimes additional exploration on a particular point will be necessary in order to discover the situation which underlies the client's statement. For example, the client may respond that he/she did not like his/her supervisor. Further discussion may reveal the reasons for the dislike, i.e., "He kept everybody under the thumb. We had to do just exactly what he said 'to the letter'. We couldn't do a thing on our own."
Interviewer Must Not Jump to Conclusions about Client's Temperaments	Such interview information may consist of little more than clues, and the interviewer must guard against jumping to conclusions. Rather, the interviewer should explore all clues until he/she is satisfied that they do, or do not, reflect fairly consistent personality traits which are relatable to Temperament factors. The notation of a Temperament factor in the client's profile will indicate that the client will have little or no difficulty in adjusting to the occupational situation described by the factor. These will be considered "Positive Temperaments," and should be recorded in the profile as Positive Temperaments.

INSTRUCTOR: WRITE ON BLACKBOARD "POSITIVE TEMP: R"

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KEY POINTS	TEXT
	This indicates that the client will have little or no difficulty in adjusting to occupational situations which involve repetitive operations carried out according to set procedures or sequences.
Indicate Negative Temperaments in the Worker Profile	It will be especially important to take note of negative Temperaments, or the inability of the client to adjust to certain kinds of work situations.
	Suppose you have a client who is very withdrawn socially and would have a problem in dealing with the public. If you feel that exposure to that kind of work will not help the client and should be avoided, you would indicate this by means of negative Temperament notations, which might be as follows.

INSTRUCTOR: WRITE ON BLACKBOARD "NEGATIVE TEMP: P" REVIEW THESE FACTORS FROM THE DEFINITIONS IN THE HANDBOOK OF ANALYZING JOBS.

Another client may not be able to tolerate tedious, repetitive kind of work. The notation for that appraisal would be:

INSTRUCTOR: WRITE ON BLACKBOARD "NEGATIVE TEMP: R"

It is not necessary to force all of the Temperament factors into one or the other of these categories. You will note only those factors that are significantly characteristic of each client.

Practice — Appraise the Temperament characteristics of the four clients' case histories.

INSTRUCTOR: ALLOW CLASS TIME TO COMPLETE EXERCISE. WHEN COMPLETED, DISCUSS RESULTS OF APPRAISALS. REVIEW CASE DISCUSSION BEGINNING ON PAGE 46.

KEY POINTS	TEXT
Interpretation of Positive and Negative Temperament Factors	Once a Temperaments appraisal has been made for a client, it is then possible to compare the resulting profile with the Temperaments requirements of jobs as given in the Worker Traits Groups. If the client's positive Temperaments are similar to those in a Worker Trait group, the client should have little or no difficulty in adjusting to any Temperament demands on the jobs in that group. On the other hand, if any of the client's negative Temperaments are the same as those required by the jobs in a group, as listed in the qualifications profile, it may be an indication of incompatibility between the adaptibilities of the worker and the nature of the job. Are there any final questions regarding the appraisal of a client's Temperaments? (pause to answer questions)
APPRAISING PHYSICAL CAPACITIES AND ENVIRONMENTAL TOLERANCES	We will consider the Physical Capacities and Adaptabilities to Environmental Conditions.

INSTRUCTOR: ERASE TEMPERAMENTS MATERIAL AND WRITE "PHYSICAL CAPACITIES AND ENVIRONMENTAL CONDITIONS" ON BLACKBOARD.

Use of Definitions in Handbook as Checklist for Physical Capacity and Environmental Tolerances

It is relatively easy to make a gross appraisal of a client's physical capacities and tolerances for environmental conditions, since the client is usually able to express in the interview any limitations which he may have. If there is a need to consider in more detail the individual items, the definitions in the Handbook for Analyzing Jobs can provide a comprehensive checklist for the interviewer. The client would be asked such questions as:

1. How much standing or walking are you able to do?

2. What weight can you lift?

3. Are you able to push and pull objects if required?

4. Are you able to climb stairs, ladders, and ramps without difficulty?

KEY POINTS	TEXT
	5. Do you have any problem maintaining balance? 6. If required by a job, are you able to stoop? Kneel? Crouch? Crawl? etc.
	Questions about Environmental Tolerances might include: 1. Can you work outside where there is no protection from the weather? 2. Can you work in extreme cold temperatures, such as in a freezer or refrigerator? 3. Can you work in, or near, extreme heat, such as a furnace or oven? etc.
Making Notations	In this way it is possible to determine quickly if the client has any limitations, which then can be noted in the client's profile as negative traits. For example: "2- No climbing of stairs," for physical capacities, or "2 and 3- No extremes of either heat or cold," for tolerance to environment. It will be helpful to record these as brief comments for later comparison with the physical demands and environmental conditions of jobs.
Strength Factor Must Always Be Appraised	The client's strength capacity should always be appraised. This will be made in terms of the five degrees of Physical Demands Factor #1. These are Sedentary, Light, Medium, Heavy, and Very Heavy, and are defined in the Handbook for Analyzing Jobs on pages 325-338. As an example, if a client states that he is able to lift up to 100 lbs. if necessary, but doesn't think he could lift this full amount all day as a part of a job, what degree of Strength would be assigned? (pause for response). In this case, it can be estimated that the client can perform "Heavy Work" which is defined as "Lifting 100 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 50 lbs." The symbol indicating this will be "H." In another example, a client is not sure what weight she is able to lift or carry about, reports that on her previous job she stood at a conveyor line all day packing small items into polyethylene bags. She states that she was able to do this without difficulty. What strength factor would we decide appropriate for this client? (pause for response)

KEY POINTS	TEXT
	This client's strength can be estimated as "Light Work". In this case the amount of weight lifted is not the important determiner; it is the constant standing that causes this degree of strength to be assigned. You will note in the definition for Light Work the following sentence: "Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree..."
Appraisal Can Be Compared to Ratings for Individual Jobs as Found in DOT Supplements	The appraisal of the Strength factor in a client, as well as other Physical Capacities and Environmental Tolerances, can be especially useful in comparing the client's ability and tolerance with requirements of jobs as expressed in the two supplements to the DOT. This is particularly true of Supplement #2 since the jobs are arranged according to Worker Traits Groups, with the estimated Strength factor indicated for each job. However, it must be kept in mind that these estimates are based on the composite job as expressed in the DOT, and may differ from specific jobs as described in job orders.
Some Cases Require Professional Medical Appraisal	The cases that might present appraisal problems in terms of Physical Capacities or Environmental Tolerances are those where the client has a medical problem which requires the opinion of a professional to establish the limitations on activity or physical surroundings. In questionable cases the interviewer will need the report of a physician or medical specialist.
Practice in Client Appraisal	Use the information available in making your own appraisal of the four clients. Only one of the cases will present much critical information. Be sure to appraise the Strength capacity of each client, using the five levels.

INSTRUCTOR: ALLOW TIME FOR CLASS TO COMPLETE EXERCISE. WHEN COMPLETED, DISCUSS RESULTS OF APPRAISALS. SEE CASE DISCUSSIONS.

Are there any final questions regarding the appraisal of the client in terms of Physical Capacities and Environmental Tolerances? (pause to Answer any questions)

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KEY POINTS	TEXT
SUMMARY	This completes our review of the suggested technique for obtaining client data through the Worker Traits structured approach. Although we have covered each component separately in this session, you will easily understand that client information in an interview situation will not be so compartmentalized, and in fact, may be obtained in any order and in any combination.
Two Kinds of Generalized Responses Required of the Client	In general, the client data must be assessed in terms of capacities and adaptabilities or tolerances.
Three of the Worker Traits Components Related to Capacity	Three of the components relate to capacities. These three are: GED; Aptitudes; Physical Capacities.

INSTRUCTOR: WRITE THE FOLLOWING ON THE BLACKBOARD.

JOB REQUIREMENT	WORKER RESPONSE
GED	Capacity
Aptitudes	Capacity
Physical Capacities	Capacity

In the case of GED, the client must have the immediate ability to follow instructions, to reason, and to use math and/or language, as required in job. For Aptitudes, the client must possess the required amount of specific aptitude necessary for learning and/or performing job tasks, and the client must possess the physical capacities in an amount at least equal to those required by the job.

Since a capacity is something that a client either has or does not have, these three Worker Traits components appear to be especially important.

KEY POINTS	TEXT
Worker's Capacities can Sometimes Be Changed to Meet Requirements	Can the client do anything to change or improve capacities in order to meet job requirements? A person's GED can be raised by more education. To some extent, physical capacities can also be improved by such means as prosthetic devices and special aids. A person who has poor vision can be fitted with glasses. A person with a hearing disorder can use a hearing aid. A person with a missing leg can get an artificial limb. A person who is partially paralyzed can become mobile through the use of a wheelchair, etc. However, there will be some recognized limitations to the possibilities for improvement. Can aptitudes be changed in a person? We are not able to answer this question. Of these three Worker Traits components that relate to capacities, Aptitudes appears to be the least mutable.
Two Components Relate to Tolerance	Two of the remaining components relate to adapting to or developing a tolerance for the work situation. They are Temperaments and Environmental Conditions.

INSTRUCTOR: PLACE A NEW CHART ON THE BLACKBOARD BELOW ON THE SIDE OF THE CHART SHOWING CAPACITIES.

JOB REQUIREMENT	WORKER RESPONSE
Temperaments	Tolerance
Environmental Conditions	Tolerance

In regard to these two Worker Trait components, it is not a question of having a certain capacity or ability in order to be able to perform the work, but rather the need on the part of the worker to be adaptable to the work situation.

KEY POINTS	TEXT
Tolerance Requirements May Be Easier to Meet	In the case of tolerance, the worker appears to have more control over his/her responses to the job situation. In addition, there are often mitigating considerations. For example, a worker who is not by nature or personality a "natural leader" and who does not really like to supervise others may assume the supervisory role if the increase in salary and/or the status of the promotion are important enough to him/her. Or, in another example, a worker may not like working in a noisy factory where there is exposure to hot furnaces, but will tolerate the condition to hold down a secure job with good company benefits. With tolerance, it is not question of, "can the worker perform the job?" as it is "can the worker adjust to the work situation?"
Relative Strengths of the Tolerance Requirements	Environmental Conditions arise out of physical circumstances and as such have a direct effect upon the worker. However, sometimes they can be changed. Hazards can be minimized by protective devices and by the enforcement of strict safety procedures. Exposure to extremes of heat or cold can be alleviated by special clothing. Noise may be reduced by modifications in equipment, etc. Temperament situations can impose difficult adjustments on the part of the worker, since frequently basic personality and intrinsic nature are affected. Some persons could never adjust to sales work, others would have great difficulty performing in jobs where stressful emergencies arise unexpectedly. On the other hand, some workers are able to make the necessary adjustment to situations which are contrary to their nature, if other considerations sufficiently motivate them.
Interests, Neither Capacities or Adaptabilities	Interests are neither capacities or adaptabilities; yet, they are important to job satisfaction and, frequently, job performance. Throughout the interview, the client may provide clues to his/her likes and dislikes. In addition, the interviewer can ask leading questions, such as, "Would you like to work with people; would you like office work; are you interested in making things or working with a machine?" etc.

KEY POINTS	TEXT
SVP Not Included in the Two Categories	SVP does not fit into our two general categories of capacity or adaptability. It is expressed by a time continuum and can be acquired in a number of ways. When other required traits are possessed by the individual, time must be spent learning the techniques, acquiring the information, and developing the facility needed for average satisfactory performance. Are there any final questions about the application of this structured method of obtaining client data?
Estimated Worker Traits Profile for Client	In recording Worker Traits information an interviewer may find it helpful to make a profile of estimated Worker Traits for each client, just as was done for practice with the case histories in this training. When the appraisal of a client is completed, the data can be used for a number of purposes, such as career exploration and planning, occupational classification, placement, job development, and training. All of these involve the systematic use of the Worker Traits Arrangement of Volume II of the DOT in relating the estimated abilities, potential, and interests of the client to appropriate occupational areas.

SESSION II

UTILIZATION OF WORKER TRAITS ARRANGEMENT IN FORMULATING VOCATIONAL GOALS

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SESSION OUTLINE

SUBJECT:	Utilization of Worker Traits Arrangement in Volume II, DOT in Formulating Vocational Goals.
OBJECTIVE:	To provide an understanding of the role of the Worker Traits Arrangement in Volume II of the DOT as an organized approach in assisting a client with career exploration and planning.

TRAINING AIDS:	Large Blackboard
MATERIALS:	Dictionary of Occupational Titles, Volumes I and II
METHODS:	Lecture; Visual Aids; Practice Exercises

KEY POINTS	TEXT
	After an interviewer has obtained appraisal data from a client the results can be utilized in assisting the individual in exploring career possibilities and formulating a vocational goal. One of the basic tools for this activity is the DOT system, particularly the Worker Traits Arrangement of Volume II.[1]
REASONS FOR USING DOT FOR CAREER EXPLORATION	

INSTRUCTOR: PRESENT EACH OF THE FOLLOWING POINTS SLOWLY AND CAREFULLY SO THAT CLASS MEMBERS CAN UNDERSTAND AND MAKE NOTES. READ VERBATIM IF NECESSARY. EMPHASIZE IMPORTANT WORDS AND REPEAT PHRASES AS NEEDED.

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a. DOT Systematizes the World of Work	The Dictionary of Occupational Titles contains a systematic presentation of jobs and their requirements. The Worker Traits Arrangement provides a framework for that part of counseling, guidance, or interviewing which is concerned primarily with occupations and occupational requirements. At the same time it is not in conflict with any general method or theory of counseling and guidance, nor does it place any restrictions on the freedom and the flexibility which are needed for effective vocational counseling. Rather, it is a tool for assisting the client in understanding the world of work so that he can make appropriate career choices.

[1] It will be noted that although the designations of the Interests and Temperaments factors in the Dictionary are different from designations of these factors in the Handbook for Analyzing Jobs, the definitions are the same. In using the Worker Traits Arrangement in working with a client, it is suggested that designations from the latter, and more recent, publication be recorded in the client's profile. It will also be noted that two of the Temperament factors, 3 and 6, do not appear in the Handbook for Analyzing Jobs. These will not be considered in assessment of the client, or in relating the client to profiles in the Worker Traits Arrangement.

KEY POINTS	TEXT
b. Worker Traits Data Based on Job Duties	The data reflected in the Worker Traits were obtained by analysis of the job, independent of the characteristics of job incumbents and independent of all arbitrary requirements.
c. Worker Traits Present Multi-factor Approach	The Worker Traits Groups provide a multi-factor approach for relating clients to career opportunities, as they contain jobs occurring in various technologies clustered according to estimated common Worker Traits requirements.
Used with Non-Work-Experienced Client	The appraisal of a client in terms of the Worker Traits does not depend upon previous work experience. Although clients may lack exposure to a work situation, they will nevertheless have a certain amount of educational development, aptitudes, interests, temperaments, physical capacities, and tolerances for working conditions--all of which can be compared to what jobs require. This makes the Worker Traits system particularly valuable in working with clients who have little or no work history or who, for some reason, may be considered less-than-fully qualified.
Locating Most Appropriate Worker Traits Group(s)	An important step in using the Worker Traits Arrangement is to locate the most appropriate Worker Traits Group(s) compatible with the client data developed in the interview sessions. The interviewer who is knowledgable of Worker Traits Groups may be able to turn directly to the most appropriate to discuss with the client. Usually, however, it will be necessary to use the Areas of Work as a locator in getting to the specific group(s).
Areas of Work Used in Finding Groups	The Areas of Work are listed on page 214 of Volume II of the DOT. Let's turn to that page. (Allow time to locate.) These Areas can be used in two ways: (1) The interviewer can use them to select the general area of work that is indicated by the interview information, or (2) The items can be used as a categorical list for the clients to indicate the area, or areas, of work they wish to consider.
Groups Are Listed Under Areas in Approximation of Complexity Level	Once the Area of Work has been selected, it is then possible to review Worker Traits Groups in that Area. These Groups are listed in two places: pages 217-222 "Worker Traits Groups within Areas of Work" and on the page preceding the groups within each area, i.e., page 429 "Machine Work."

KEY POINTS

TEXT

In reviewing the listing of the Worker Traits Groups, the interviewer will note the descriptive titles of the Groups and the set(s) of three digits at the left of the title (these indicate the level of complexity of the jobs in the group--the lower the number, the more complex the group, i.e., .081 more complex than .280). The interviewer may find it practical to begin at the bottom or the top of the list of Groups within a particular Area of Work and move upward or downward until the level of complexity and the specific kind of work that seems most appropirate are located.

Information About Groups Related to Client Data

The interviewer will then note the page number listed in the right hand margin opposite the group title, and will turn to that page to read the description and to compare the qualifications profile with the client data. This will continue until the most appropriate Group is determined, considering all of the information developed in the interview.

To illustrate the procedure for locating Worker Traits Groups, let us take the example of a client with no previous work experience who has been considering some type of office work as an occupational goal. The client is a high school dropout, but during the interview sessions has talked about being a "private secretary." The individual has had some exposure to typing and shorthand in high school, but did not complete the courses and, as a result, is not proficient; and is willing and motivated to return to adult education school, and relearn typing and shorthand, even if it is at night school while performing other work in the daytime. The client has stated that shorthand was a favorite subject in high school and no problems were encountered while studying it for approximately three-quarters of a semester.

There was also no problem in communicating, although the client frequently used popular jargon. The interviewer also noted that much of the client's conversation about occupational possibilities has been about the glamor of being a private secretary for "someone important."

KEY POINTS	TEXT
A Traits Profile for the Client	As a result of discussions, the following profile was developed:

INSTRUCTOR: WRITE THE PROFILE INFORMATION* ON THE BLACKBOARD AS FOLLOWS:

GED: 3 SVP: --

G	V	N	S	P	Q	K	F	M	E	C
3	3	4	4	3	3	3	3	3	3	3

Interests: 2a, 3a, 1b

Physical Capacities: M

Positive Temp: R
Negative Temp: D, I

(no limitations on P.C. or E.T.)

*Some appraisals are based on parts of discussion not recorded above.

What do you think the next procedure should be? (pause for discussion on this point)

Selection of Appropriate Area of Work

The interviewer will want to examine the Area of Work called "Clerical" since it is obviously related to the client's expressed choice. On page 260, the interviewer will find seven groups. Included in the list is a Group called "Secretarial and Related Work." Although it is near the top of the list in "complexity," the interviewer nevertheless feels that the Worker Traits requirements for secretarial work should be discussed with the client, who has expressed a strong interest in it.

The interviewer sees in the right hand column opposite the title the page number where this Worker Traits Group is located (263). (allow time for class to locate page) The interviewer turns to page 263 and reads the narrative information for "Secretarial and Related Work," The Qualifications Profile for this Group is compared with the appraisal profile of the client. How do you feel about the comparison? (pause to allow class time to read the information and discuss the point.)

KEY POINTS	TEXT
Worker Traits Group Comparison with Client Profile	The interviewer sees that the estimated Worker Traits requirements for jobs in this group are somewhat different from the client's profile. Specifically, the client's General Educational Development does not reach level 4. The interviewer is also concerned that the client may not be able to meet the estimated level for G, and he is unsure about P and Q. The Interest requirements are fairly compatible, but Temperaments are quite different. The interviewer has also noted the "Worker Requirements" section of the narrative information, which indicates the following: "Facility with words..." "Diplomacy and tact in dealing with people..." "Ability to adapt to fluctuating situations..." The interviewer has some questions about the client's suitability for public contact at this time. Considering this information, it appears doubtful that the client's capacities and adaptabilities will meet the estimated Worker Traits requirements for jobs in this group. Some other Worker Traits Group may offer a more realistic goal. What should the interviewer do at this point? (pause for response.)
Search Alternate Worker Traits Group	The interviewer needs to consider alternative Groups and reads the list of Groups in the "Related Classifications" section on the same page. He notes that the Group called "Stenographic and Related Work" is listed as the most closely related. Keeping this in mind, the interviewer turns back to page 260 in order to see all of the Worker Traits Groups in the Area of Work. Moving up from the bottom of the list, the interviewer does not feel that "Switchboard Service" is appropriate. "Routine Checking and Recording" and "Typing and Related Recording" are considered as offering some possibilities. "Sorting, Inspecting, Measuring" does not appear to be appropriate; and "Computing and Related Recording" is ruled out since the client has low numerical aptitude. The interviewer then finds "Stenographic and Related Work," which is closely related to the Secretarial Group, and decides to examine the estimated Worker Traits requirements of this Group before considering the

KEY POINTS	TEXT
	other jobs of lower complexity.
Consideration of Alternate Worker Traits Group	The interviewer turns to page 278 to the Worker Traits Group "Stenographic and Related Work" and reads the qualifications information. (allow time for class to locate page.) The narrative appears more in keeping with the appraisal of the client. The interviewer notes that the GED requirement is at level 3, which is similar to that of the client. He also sees that the Aptitudes profile offers more of a range than that of the Secretarial Group. The interviewer is still concerned about the Verbal Aptitude of his client and notes that in this group the verbal requirement is a range of 2-3. Form Perception and Clerical are at level 2 and the interviewer takes into consideration the fact that the client once had training in shorthand and encountered no difficulty. The required Interests and Temperaments are very similar to those in client's profile. It appears that this Worker Traits Group ("Stenographic and Related") offers a more attainable goal that is still in keeping with the client's ambitions and interests. Furthermore, if the client is successful in a job at this level, there is always the possibility of advancing to the secretarial level.
ASSISTING CLIENT IN FORMULATING OCCUPATIONAL GOAL	The interviewer is now in a position to discuss occupational choices with the client and can now do so from the standpoint of Worker Traits requirements, pointing out those educational and aptitudinal requirements which may present obstacles and problems. The interviewer can also use the situational information about required Interests and Temperaments to encourage the client toward "reality testing" of any preconceived ideas about a desired field of work. Using the SVP information and the "Training and Methods of Entry" section of the narrative, the interviewer can also advise the client about the kind, and probable length, of training that the jobs require. The interviewer will also use occupational information available from other sources and to consider local labor market information, such as job openings, prevailing wages, occupational outlook, locations of possible employers, etc.

KEY POINTS	TEXT
EXPRESSING OCCUPATIONAL GOAL BY CLASSIFICATION TITLE	Together with the client, it is then possible to arrive at an appropriate vocational objective. This can be classified in terms of: 1) A Worker Traits Group Title, or 2) The title of a specific job, depending upon which of the two would be best for client.
Classification Can Be in Terms of Worker Traits Group or Job Title	The choice of a Worker Traits Group title implies a broad, less specific goal which relates to a number of jobs in the Group, whereas the choice of a job title implies that the client's occupational goal can be clearly identified with a specific job. This entire procedure might be called "career development classification."
DEVELOPMENT OF OCCUPATIONAL GOAL AND CLASSIFICATION FOR CASE HISTORY CLIENTS	The training has shown that the same concepts that are used in the analysis of jobs and their requirements can be used to appraise the abilities, personal traits, and characteristics of people. It has further shown that there is no rigid automatic procedure for the relating of client and job data, but this must be achieved through the judgment and creative approaches of the interviewer. Now you have the opportunity of applying the techniques you have learned for the appraisal of the four clients described in the case histories on the following pages 44 through 70. There are no "exactly correct" answers for these four problems, but there are some that are "more appropriate" or "less appropriate" than others. In some cases you will want to find out more about the performance and traits requirements of certain jobs to see if the clients can meet them. In some cases you will be concerned with finding the best alternatives to certain jobs, or job groups. In some cases you will latch on to the available information and allow it to take you as far as it can, through the Areas of Work and the Worker Traits Groups, toward a suitable occupational goal. In other cases it will be a matter of making the most that you can out of limited information. You have by this point gained a considerable amount of information about each of the four clients which you have recorded in the profiles, and information you want to relate to jobs. In doing so, be sure to use all of your tools--take advantage of all the

KEY POINTS	TEXT
	sources of information about jobs at your disposal, which includes Volumes I and II, and Supplements I and II, of the Dictionary of Occupational Titles. It will be helpful to our later discussion of these cases if you will keep a brief outline of the thought processes by which you arrive at each of the occupational goals. Express the results in terms of a classification title, either the title of a Worker Traits Group or of a specific job.

INSTRUCTOR: ALLOW TIME FOR CLASS TO COMPLETE THE EXERCISE THEN CONDUCT DISCUSSION OF THE RESULTS. DO NOT EXPECT THAT EVERY CLASS MEMBER WILL HAVE THE SAME ANSWER, BUT THE MAJORITY SHOULD COME TO SOME SIMILAR CONCLUSIONS ABOUT THE GENERAL DIRECTION OF THE ASSIGNED OCCUPATIONAL CLASSIFICATION. USE THIS DISCUSSION AS A FINAL SUMMARY TRAINING SESSION FOR THE MATERIAL THAT HAS BEEN PRESENTED DURING THE COURSE.

ASSISTING CLIENT IN ACHIEVING OCCUPATIONAL GOAL	Once the occupational goal has been formulated and expressed by the assigned classification title, it then becomes a task for the interviewer to discuss with the client the best procedure for achieving the goal.
When additional training is needed	If it is a long-range goal, and/or one which requires additional training, the interviewer will need to discuss with the client the nature of the training, the means by which the training can be obtained, the probable length, and whether the client can qualify for any appropriate manpower training program.
When apprenticeship is indicated	If an apprenticeship is indicated by the occupational goal, the interviewer will explain apprenticeship programs, and will advise the client on how to go about making application.
When immediate employment is indicated	If immediate employment is indicated by the occupational goal, or is desirable while the client works towards a long-range goal, the interviewer must determine if that type of job referral is within the placement scope of the local Employment Service office. If so, the interviewer may wish to assign an additional classification for stopgap placement purposes. Local office procedures will indicate

KEY POINTS	TEXT
	how this is to be done.
USING INTERVIEW INFORMATION FOR JOB DEVELOPMENT	The interviewer may wish to initiate a job development program for the client as a result of formulating the occupational goal. In so doing, the interviewer has a distinct advantage in "selling" the client to a prospective employer.
Job development illustration	Inter: Good morning, Mr. Walker. I recall reading last month that your new LITTLE GIANT is really catching on, particularly on construction sites where space is cramped. From the number I've seen on flat cars headed out of town, you must really be turning out a lot of them."
	Emp: "We have orders for a lot more if I could find a dozen good machine operators. Don't tell me you have some!"
	Inter: "That's what I called about. Experienced operators are rather scarce. I know you'll want to fill as many slots as you can with experienced workers. But it's almost certain that you'll have to train for some of the openings you have."
	Emp: "Well I suppose that's true, but I sure hate to try to break these persons in. It's such a gamble because you know so little about them."
	Inter: "That's where we may be able to help you. I've been talking to someone who is interested in learning machine trades. His name is Larry Jones. He doesn't have any work experience as an operator, but we've had several interviews with him and we feel that he would be suitable. His abilities and personal traits match very well with requirements of the machine operating work that you have in your company."
	Emp: "That's not much to go on. Could you be more specific?"
	Inter: "His aptitude test results indicate that he can handle the shop math that must be learned; he has good manual dexterity; he would have no difficulty learning to perform the work."

KEY POINTS	TEXT
	"He is interested in activities that have to do with machines and he appears to have the disposition that a job of this type usually requires. There is every indication that he can follow instructions carefully and can learn to work with close tolerances."
	"He wears eyeglasses, but has good corrected vision. Otherwise he is in good physical condition; he can perform heavy work if needed."
	Emp: "That all sounds pretty good, but how do I know he won't change his mind after he is partially trained?"
	Inter: "As you know from experience, Mr. Walker, it is pretty hard to make guarantees in this area. However, as I said, we've had several interviews with Larry, and we have discussed many areas of work in relation to his interests and other qualifications. Even before calling you we had mutually agreed that this is the type of work that he appears to be best suited for."
	Emp: "I'm tied up this morning. Could you send him over at 1:30 this afternoon?"
	Inter: "That will be fine Mr. Walker. Mr. Jones will be at your office this afternoon at 1:30."
When Employment Must Be Sought Outside the Employment Service	If the prospects for employment lie outside the placement scope of the local Employment Service Office, the interviewer may advise the client regarding the best approach in finding work that is appropriate to the occupational goal.

APPENDIX A

Practice Exercises

BASIC CASE

The client is age 20 and single, and lives with his parents. Was recently discharged after completing three year's service in the U. S. Army, where he was an infantry rifleman. Did not receive any specialized vocational training while in the service. Joined the army soon after graduating from high school. Only work experience in civilian life has been at temporary jobs during the summer and occasional part-time jobs after school. After being discharged, "fooled around" for about two months, now is beginning to think about work. Since his military service is over, would like to get a job "with a real future." Talks about "working with computers" a lot and has said several times that he would like to be a computer programer.

ADDITIONAL INFORMATION FROM INTERVIEWS

When asked why he thought he wanted to be a computer programer, replied, "Well, they make good money, they have a nice place to work, and they get to work with great machines." Volunteered information that his uncle is a programer and had once shown him the data-processing machine room at the company where the uncle worked. Some of the machines had been briefly explained to the client as he watched them working.

When asked if he knew any of the requirements for work as a programer, said "No, but I thought if my uncle could do the job, I didn't see any reason why I couldn't." The client stated that he thought the uncle had been sent by his company to special training to learn programming.

States that he would be agreeable to taking some kind of specialized training, if needed, but expressed no interest or desire to attend college.

Courses client liked best in high school: Biology, Physical Education.

Courses client liked least in high school: English, History, Music Appreciation.

When asked about mathematics, stated he had taken both Algebra I and Plane Geometry in high school and "didn't mind them too much." Grades had been mostly "C's", with an occasional "B".

Further questioning indicated that client had difficulty with English in school, and his grades in that subject almost kept him from graduating. He had to attend summer school between his Junior and Senior year to make up a failing grade.

Client did not take shop courses in high school, but states that he "fools around with cars a lot" on his own. He admitted, however, that his knowledge was limited to minor repairs.

Appears to be a little bit shy. Verbal responses are often made in terms of popular, colloquial expressions.

Previous employment consisted of working as a grocery store bagger for four hours a day after school. Also worked one summer as a helper in a small print shop.

Liked the machines in the print shop and by end of summer had learned to operate a simple mimeograph machine by himself. However, he disliked the clean-up work which was a greater part of his duty.

While in high school he occasionally put together model kits (mostly sport automobiles), because making them was a fad among his friends. However, he didn't make many of them because it took him a long time to finish each one. He always followed directions very carefully because he wanted his models to look just exactly like the real thing. He feels his models always looked better than his friends because he was careful and took more time.

Since discharge frequently plays basketball in the local park. Appears to be in good physical condition.

Likes to listen to popular music (carries transistor radio with him) and likes going to dances.

Does not read much--occasionally scans Life magazine to which his parents subscribe.

Watches television "quite a bit." Likes sports events and detective or spy dramas best.

Did not mind the regimentation in military.

Is feeling unsettled since getting out of service. At first he enjoyed the total freedom, but more and more now feels strange about "not having a regular job to go to." Explained that he likes knowing what is expected of him and likes to follow a fairly regular routine.

Greatest disappointment in the military service was not getting any special training. Had been led to believe that he might be able to get into data processing work by joining the Army.

Although client seems rather passive in regard to most items of discussion, he is very determined about working in data processing. Mentions the phrase "computer career" frequently during interviews.

CLIENT APPRAISAL ESTIMATES

GED:_____ INT:_____ POSITIVE TEMP:_____

SVP:_____ NEGATIVE TEMP:_____

APT:	G	V	N	S	P	Q	K	F	M	E	C
	___	___	___	___	___	___	___	___	___	___	___

GATB RESULTS:

	G	V	N	S	P	Q	K	F	M	
	___	___	___	___	___	___	___	___	___	(scores)
	___	___	___	___	___	___	___	___	___	(conversion to Aptitude levels)

STRENGTH FACTOR:_____

COMMENTS ON PHYSICAL CAPACITIES AND ENVIRONMENTAL TOLERANCES:_____

_____

_____

OCCUPATIONAL CLASSIFICATION:_____

CASE DISCUSSION Case #1

APPRAISAL OF GED: Although the client nas completed high school, there is question whether his educational development is equivalent to GED level 4, which can be associated generally with completion of high school. The mathematical development items mentioned in interview seem at minimal level of complexity and more similar to those for level 3 in The Guide for Relating General Educational Development to Career Planning. It is known from the interview that client had difficulty with English. In addition, he does not demonstrate communication skills that seem compatible with GED level 4. In appraising the Reasoning development, there is some question whether the client could deal with problem solving which varies a great deal from standardized situations. It would therefore appear that a level of 3 more correctly expresses the client's general educational development.

APPRAISAL OF SVP: No significant SVP.

APPRAISAL OF APTITUDES (based upon interview information): According to information about client's activities, the Aptitudes which imply physical action (Motor Coordination, Finger Dexterity, Manual Dexterity, and Eye-Hand-Foot Coordination) all appear to be at least within the range of level 3, certainly not below this level.

Because of client's problems with English, we may suspect that Verbal Aptitude may be at the 4 level, although it could be near the bottom of the range for level 3. In indicating this factor on the client's Aptitude profile, it might be well to allow for a range of levels 3 and 4 by the following notation: V 3 4

Numerical Aptitude appears to be within the range of level 3.

Some inferences of Spatial and Form Perception Aptitudes may be made from client's activities with model making. Although this is a small amount of information, it appears to be enough to indicate that these two aptitudes are at least at a 3 level.

There is nothing in the definite clues regarding Clerical Perception.

There is no indication of lack of gross Color Discrimination.

Aptitude G appears to be within the range of level 3.

Estimated Aptitude profile based upon interview:

G	V	N	S	P	Q	K	F	M	E	C
3	3 4	3	3	3 4	3	3	3	3	3	3

GENERAL APTITUDE TEST BATTERY RESULTS:

G	V	N	S	P	Q	K	F	M	E	C
92	83	93	106	107	91	105	100	110	--	--
(3)	(4)	(3)	(3)	(3)	(4)	(3)	(3)	(2)		

APPRAISAL OF INTERESTS:

Client's expressed interest in machines in general (mimeograph, data processing machines) plus his leisure time activity with automobiles and with model cars is a strong indication of "Preference for activities dealing with things and objects," (factor 1a), and "Preference for activities that are nonsocial in nature, and are carried on in relation to processes, machines, and techniques," (factor 4b). Client gives little evidence of interest in activities of a social or people-communication type, and expresses a need for organization and routine (factor 3a). Client's attempt to make models as carefully as he could may

indicate "Preference for activities resulting in tangible, productive satisfaction" (factor 5b). Some point might be made of client's expressed interest in data processing as indication of factor 2b. "Preference for activities of a scientific and technical nature," but this indication is not so strong as other items. Remaining factors do not appear to characterize this client. Estimated Interest Profile: Int: 1a, 4b, 3a, 5b.

APPRAISAL OF TEMPERAMENTS:

Client has indicated a preference for organized and routine situations. Appears quite adaptable to Temperaments situation R, "Situations involving repetitive or continuous activities carried out according to set procedures or sequences." Client's responses have been largely passive. He also indicated that he did not mind regimentation in the Army. His conscientious approach to model building in which he carefully followed directions and diagrams, indicates regorousness and the ability to adjust to "Situations involving the precise attainment of set limits, tolerances, or standards." (factor T). There do not seem to be any particularly strong negative Temperaments for this client. (One might make some case for negative Temperaments out of factor D and I, simply because of client's passive things-objects-machines inclination.) Estimated Temperaments profile--Positive Temp: R, T.
Negative Temp: ---

APPRAISAL OF PHYSICAL CAPACITIES AND ENVIRONMENTAL TOLERANCES:

The client appears to be in good physical condition and there are no known limitations on either of these factors. A realistic appraisal of Strength would be Heavy. Client's estimated profile would be: Strength Factor: H.

Comments: No limitations on PC or ET.

DEVELOPMENT OF OCCUPATIONAL CLASSIFICATION

This client has indicated a strong desire to work in data processing as a programmer. What chance for success does he have? In order to answer this question, the interviewer needs to be able to compare the client's abilities and traits with the Worker Traits requirements of that particular job. As a first step, the interviewer should read the definition of Programmer, Business (prof. & kin.) 020.188 in Volume I of the Dictionary in order to obtain information about the job tasks. The next step is to find the Worker Traits Group in which the job appears, so that the worker requirements can be reviewed. As the first three digits of the code indicate that the job involves mathematics, the Area of Work "Mathematics and Science" should be reviewed. It will be noted that one of the groups in this Area is called "Mathematics, Physical Sciences, and Related Research". Turning to that group, pages 468-469, the interviewer will find the job of Programmer, Business listed.

An examination of the worker requirements for jobs in this group indicates that the client will have considerable difficulty in meeting the qualifications for this job. The narrative information describes the need for a highly scientific orientation and indicates that completion of college is usually required for jobs in this Group. The Qualifications Profile indicates that the General Educational Development and the Aptitude requirements are above those appraised in the client. There also appear to be important differences in Interests and Temperaments.

The interviewer who wants to know the length of training for the specific job of Programmer can refer to Supplement 2 to the DOT which lists individual ratings for jobs according to Worker Traits Groups. Here he could see that the GED requirement is level 5, which is usually associated with a minimum of 2 years of college. The requirement for SVP is level 7, or 2-4 years of specific training.

This case illustrates a client with an unrealistic choice of occupation. It is doubtful that he would be successful in pursuing the job of Programmer as an occupational goal. What then is the next step in finding the best alternative goal?

As data processing frequently takes place in a clerical situation, a review of the Groups in the Area of Clerical Work would be appropriate at this time. Two Groups involving working with computers and related machines to process data will be found in this Area. There are "Computing and Related Recording" and "Typesetting, Reproducing, and Related Machine Work." Both of these contain a large number of jobs involving working with a machine.

Comparison of the client's estimated potential with the estimated profile of jobs in the former Group, and the descriptive information, indicates that he can meet all of the requirements except for Clerical Perception. There is some doubt on the part of the interviewer as to whether or not the client possesses this Aptitude at the 3 or the 4 level, and the test data indicates level 4. The estimated requirements of jobs in this Group are listed as a level 2 - level 3 range. As the client appears to meet all of the other requirements for the jobs in the Group, additional information must be obtained concerning this one deficiency. By no means should he be excluded from consideration on this factor alone. If, after discussions concerning availability and length of training, job openings, etc., he makes a choice for this kind of vocational goal, he will receive a classification of "Computing and Related Recording". In this way the client is exposed to numerous opportunities. On the other hand, if the choice of a specific occupation can be made, the classification will be the title of the occupation with the notation that client is entry or not fully qualified - "Calculating-Machine Operator - Entry".

The interviewer will note that the client's estimated potential is also compatible with the profile of the second group, with the same exception - Clerical Perception. As this Group contains a number of data-processing jobs, it should be discussed with the client, as stated

above. If it is decided that classification should be assigned for a broad occupational goal, this will be indicated by the title of the Group - i.e. "Typesetting, Reproducing, and Related Machine Work". If a specific occupation is selected, this will be expressed by the title of the occupation - i.e. "Digital Computer Operator - Entry."

In both of the above examples, the immediate choice will be a step in a career ladder, which will satisfy the client's desire to work with machines (computers, etc.) to process data and will lead to advancement to higher level jobs with more experience and training.

Not all trainees will arrive at the two classification possibilities described above. Some may have more general or craft classifications, which are acceptable as long as the choices can be justified, and as long as the client's estimated traits are compatible with the estimated Worker Traits Qualification profile for the job(s) chosen.

CLIENT: Helen Benson Case #2

BASIC CASE

The client is 51 years old. She was recently widowed and would like a job, both to keep herself occupied and to aid in her support, as she was left only a modest income. The client has been a housewife and out of the labor market for over 25 years. She is a high school graduate. Before marriage the client was a successful secretary, but she has lost most of her secretarial skills, except for light typing which she occasionally did for herself at home. She also kept simple ledgers for her husband's small real estate business. She feels that the two years of commercial training which she had at one time is now "old fashioned" and out of date. She is apprehensive about competing with younger workers. She also feels that she will have great difficulty in settling into a routine job.

ADDITIONAL INFORMATION GAINED FROM INTERVIEWS

The client's only close relative is an adopted daughter. The daughter is married and lives overseas with her husband who is a career military man.

Expresses anxiety over "being alone in the world;" feels that she will not be able to find useful work because of her lack of experience.

Displays great difficulty in speaking about deceased husband.

Has a good appearance. Dresses simply but neatly.

Expresses herself well in a friendly, outgoing, but "down to earth manner." "Is easy to like."

Does not like idea of living alone in big, rambling house. Would like to be closer to people. Is thinking of selling house and most of furnishings, because they "hold too many memories."

States that she had ambition at one time to be an administrative secretary, but gave up career ideas for marriage.

During discussion of clerical work, stated that she does not like the thought of "being cooped up in an office." Wants to be active. Also states she is afraid that she likes to "take charge of things" too much to be happy in a "low-level" clerical job.

Wishes there was some kind of work that she could do at home.

Does not drive automobile.

Picked up some knowledge of local real estate and property laws from husband, but does not want to sell real estate since it reminds her too much of husband and his work.

Is very active and able to get around well. She and husband often went to social affairs.

Loves gardening and usually spends several hours per day working in her yard and garden. Knows a lot about plants and horticulture.

Reads a great deal. Enjoys biographies of famous people. Favorite magazine is House and Garden.

Likes to play Bridge with friends.

Likes social contact and feels she is a good judge of people.

Has been active in charity drives. Twice served as campaign chairman in local area.

Active in womens' political-social club which she helped to organize. Has served as president. Is knowledgeable about local government.

Thinks she would like to do some kind of business management, but realizes she has no specific experience in any line of work.

CLIENT APPRAISAL ESTIMATES

GED:_____ INT:_____ POSITIVE TEMP:_____

SVP:_____ Negative Temp:_____

APT:	G	V	N	S	P	Q	K	F	M	E	C

GATB RESULTS:

G	V	N	S	P	Q	K	F	M	
									(scores)
									(conversion to Aptitude levels)

STRENGTH FACTOR:_____

COMMENTS ON PHYSICAL CAPACITIES AND ENVIRONMENTAL TOLERANCES:_____

_____

_____

APPRAISAL OF GED:

The client completed high school and took an additional two years of business training to become a secretary. Since then she has used mathematics in the bookkeeping which she did for her husband. Her language development, as expressed in her reading habits and particularly in her leadership with social and charitable organizations, appears to have been well retained. The client may be appraised at the GED level of 4.

APPRAISAL OF SVP:

No significant SVP.

APPRAISAL OF APTITUDES:

There is no indication of either a high or low degree of motor and dexterity capacities. For that reason, the aptitudes of Motor Coordination, Finger Dexterity, and Manual Dexterity and Eye-Hand-Foot Coordination can be considered within the range of level 3.

The client's Verbal ability appears to be above average. This is seen in her ability to express herself well during interview, her reading, and her leadership roles with social and charitable organizations, as mentioned above. Client's verbal aptitude may be appraised as equivalent to that of level 2.

Client's previous successes as a secretary and her light bookkeeping work provide some indication of Numerical ability. Although the ability may be higher, there is not enough information available to appraise it at level 2. However, it is not below level 3.

Spatial and Form Perception are not reflected in the interview items. They may be assumed to be at the level 3 until any additional information indicates otherwise.

Clerical may be appraised as above average because of client's previous success in secretarial work. This factor may be evaluated as level 2.

There is no indication of lack of gross Color Discrimination.

Aptitude G appears to be in a range of levels 2 - 3, probably level 2.

Estimated Aptitude profile based upon interview:

G	V	N	S	P	Q	K	F	M	E	C
2	2	3	3	3	2	3	3	3	3	3
3		2								

GENERAL APTITUDE TEST BATTERY RESULTS:

G	V	N	S	P	Q	K	F	M	E	C
112	120	103	92	92	110	97	96	94	--	--
(2)	(2)	(3)	(3)	(3)	(2)	(3)	(3)	(3)		

APPRAISAL OF INTERESTS:

Several interview items indicate "a preference for activities concerned with people and the communication of ideas" (factor 1b), as well as, "preference for activities involving business contact with people" (factor 2a). This is seen strongly in client's charity and club work. On the other hand, client's enjoyment of gardening (a "things and objects" activity) would tend to conflict with factor 1b. However, factor 1b would appear to be the stronger of the two interests and more important from a vocational standpoint. There is implication of factor 4a in client's work with annual charity drives. There is also suggestion of Interest factor 5a in client's acceptance of leadership roles. Other factors do not seem to be characteristic of the client. Estimated Interests Profile: Int: 1b, 2a, 4a, 5a.

APPRAISAL OF TEMPERAMENTS:

Client expresses strong feeling against routine work which would allow little independent action of judgment. As a result factor R Routine Work should be listed as a negative Temperament. Based on statements in interview and client's activities, situations to which she can adjust easily would appear to involve factor V, variety; factor D, the direction, control and planning of an entire activity or the activities of others, and factor P dealing with people in actual job situations beyond giving and receiving instructions. There is also some inference of factor J in client's stated ability to evaluate people. These items would be listed on the positive Temperaments line. The estimated Temperaments profile would be as follows: Positive Temp: D J P V
Negative Temp: R

APPRAISAL OF PHYSICAL DEMANDS AND WORKING CONDITIONS:

There are no known limitations on either Physical Capacities or Environmental Tolerances. A realistic appraisal of the Strength would indicate Light Work. Client's profile would be as follows: Strength Factor: L; Comments: No limitation on PC or ET.

This client, no doubt, could perform some type of clerical work, but without recent experience she would probably have to begin at a fairly low level position. Much of the information developed in the interview contraindicates a routine 8 to 5 office job as as a suitable occupational goal for this client. The client herself seems to have some insight into the difficulties she would have in adjusting to that kind of situation.

The client has expressed a desire for management type of work. This is in keeping with her ability to "take charge" of situations and her leadership in community and social organizations. But is this a realistic idea? Are there any job possibilities in this kind of work that do not require extensive experience?

To answer this question the interviewer can turn to the Worker Traits Arrangement for information about job possibilities, and will follow up on the client's statement about business management work. In scanning the Areas of Work on page 214 the interviewer will see that there is an Area called "Managerial and Supervisory Work" on page 460. Reviewing the Groups in this Area, he notes the one called Managerial Work on page 245. Comparison of the appraisal data of the client with the Group's Qualifications Profile reveals high degree of compatibility. The interviewer is concerned, however, with information in the narrative which states that "Promotion from within is the most common method for filling positions in the group" and also the statement concerning the desire of companies for recent college graduates.

However, because the client mentioned this general type of work and the traits are compatible, the interviewer looks at the list of jobs in this Group to see if there are any that do not require extensive experience in the same field of work. In the list he sees the title Manager, Office (any ind.) 169.168. There is only a slight chance that the client might find employment as an office manager, as most are promoted from within a company, and client's skills and business experience are not up-to-date.

The interviewer sees that there are some possibilities in the Service Industry Management (187) jobs in this Worker Traits Group that would not require a great amount of experience, if the client should be interested in that type of work.

Most importantly, the interviewer is able to identify at least five specific jobs in this Group that not only require minimal amount of experience, but appear to be very well suited to the client's background and circumstances. They are as follows (It will be helpful in class discussion to read each definition from Volume I):

-Manager, Apartment House (hotel & rest.) 186.168. This job would permit client to carry out her plans to relocate her residence. She would also be able to "work at home", and would have considerable freedom to do things that she likes such as reading and gardening. Client's gardening skill and knowledge of horticulture would probably be valuable in maintaining the landscaping of an apartment house. Client would be near people and have good opportunity for social contact. Her ability to judge a person's character would be useful in screening potential tenants.

-Manager, Property (real estate) 186.168. This job is similar to above but with more responsibility, if client desires. Client's exposure to real estate and her knowledge of local property regulations would be helpful. Her clerical skills could be used in the necessary record keeping.

-Director, Volunteer Services (medical ser.) 187.168. This job does not require a hospital background or a knowledge of medical procedures. An orientation to hospital services can easily be learned. The emphasis in this job is on organization and upon recruiting, training, and coordinating the activities of volunteer workers. The job requires someone who is outstanding at working with people. Client's experience as chairman of a fund raising campaign was no doubt very similar, since the success of charity drives depends upon the coordination and motivation of volunteer workers.

-Community Organization Worker (profess. & kin.) 195.168. Jobs of this type are very similar to what client has been doing on a part-time basis both in the organized charity work and in her club activities. Why shouldn't client do this work full-time and get paid for it as well? Client's knowledge of local government would be a decided advantage in such a job. In addition, her knowledge of fund raising could be put to use and her clerical skills employed in budget preparation, if needed.

-Director, Recreation (hotel & rest., water trans.) 352.168. This job would also provide a change of residence for client. It would allow her to use both her social abilities and her organizational skill. Her outgoing personality and good people-orientation would be an advantage. Client's enjoyment of card games and dancing would fit in very well with the job. She would be making a career out of leisure-time activities.

Thus, the interviewer has several widely varying and interesting career opportunities to discuss with the client. In addition, he knows from the relating of client's abilities and traits to the Worker Traits requirements for jobs in this Group that the client's chance for success in any of them is good.

If the client and interviewer agree upon one of the jobs in the Group, the client can receive that specific classification, i.e., "Manager, Apartment House". On the other hand, if the interviewer feels that a broader classification, which might lead to any of the jobs in that Group, is more appropriate, the title of the Group can be indicated as an expression of the occupational goal.

In addition to the classification development described above, other Worker Traits Groups in the Area of Work called "Business Relations" may also be discussed with the client. These might include "Interviewing, Information Giving, and Related Work", "Corresponding and Related Work", or "Information Gathering, Dispensing, Verifying, and Related Work". Most Worker Traits Groups within the Area of Work called Clerical do not seem appropriate for discussion because of continuing routine nature of the jobs.

CLIENT: John Hildenburt Case #3

BASIC CASE

The client is age 37. Is married and has four dependents. Had been a Maintenance Mechanic at a manufacturing firm for over 10 years when he was severely injured in a motorcycle accident. As a result of the accident the client had to have his left leg amputated above the knee. Also received serious injury to his back. Has since been fitted with an artificial limb and is still learning to use it. Uses crutches to aid in walking but will eventually be able to walk without them. Will also be required to wear a back brace for an indefinite period of time. Has recovered to the point where he can get around some on his own and is thinking about work again. His job as a maintenance mechanic imposed a great many physical demands, such as lifting, climbing, stooping, etc., which he can no longer perform.

The client has now been limited to sedentary work. Use of the back brace will permit him to sit while working. Must avoid extensive walking, however. Although anxious to return to work, he is very discouraged about finding any kind of work to do. Was in line for promotion to Maintenance Mechanic Foreman at the time of his accident, and now feels that all of his previous experience is worthless.

ADDITIONAL INFORMATION FROM INTERVIEWS

Attended college two years, taking pre-engineering courses, but left school to work full-time because of his family responsibilities.

While in college worked part time as a laborer in the same company where he was employed at the time of his injury. Before leaving school he inquired about full-time work. Because of his interest in mechanical engineering and good work record at the company, he was offered a job as a Greaser and Mechanic Helper. This position presented the opportunity for on-the-job training toward the job of Maintenance Mechanic. The client accepted the offer.

Liked working with heavy machinery and eventually completed training, becoming proficient as a Maintenance Mechanic. Gained the reputation of being "able to fix anything."

Courses included elementary drafting and blueprint reading, which client found to be very useful on the job.

Experienced no difficulty with school work and was doing well at the time he left. Enjoyed math classes very much (College Algebra, Analytic Geometry). Feels that he could have completed engineering courses if he had been able to stay in school.

Vision and hearing were not impaired by accident.

Will eventually be able to drive an automobile, but will have to have some preliminary treatment by physiotherapist.

Most of client's leisure time pursuits prior to accident were of a very active nature, such as motorcycling, water skiing, bowling, fishing, and camping with family.

Has many personal hand and power tools which he used to make and repair items for the home. Liked to solve repair problems both at work and home.

Subscribes to two popular mechanics types of magazines and motorcycling journal, and often reads weekly news magazines.

Likes to play chess. Taught several fellow employees to play and organized small company tournaments which were played on a continuing basis during lunch periods.

Completed work application form, using meticulously clear and extremely readable hand printing. Material was well organized and concisely stated.

Despite present strained manner caused by injury, gives evidence of having been a very easy-going, flexible person. Is able to express himself very well.

Expresses great concern for the well-being of his family. Was earning a good salary on the job, and now fears that any work he may be able to do will not provide enough salary to meet his responsibilities. Cannot afford to be involved in any extensive training or education program.

CLIENT APPRAISAL ESTIMATES

GED:_____ INT:_____ POSITIVE TEMP:_____

SVP:_____ NEGATIVE TEMP:_____

APT:	G	V	N	S	P	Q	K	F	M	E	C
	___	___	___	___	___	___	___	___	___	___	___

GATB RESULTS:

G	V	N	S	P	Q	K	F	M	
___	___	___	___	___	___	___	___	___	(scores)
___	___	___	___	___	___	___	___	___	(conversion to Aptitude levels)

STRENGTH FACTOR:_____

COMMENTS ON PHYSICAL CAPACITIES AND ENVIRONMENTAL TOLERANCES:_____

_____

_____

OCCUPATIONAL CLASSIFICATION:_____

CASE DISCUSSION Case #3

APPRAISAL OF GED:

The client completed two years of college. His courses in pre-engineering included classes in College Algebra and Analytic Geometry. These subjects correspond with items in description of Mathematical Development for GED level 5. Level 5 can be generally associated with the completion of two years of college. Although client has been out of school for 15 years, he has continued to learn and to apply math and reasoning principles to the practical problems of mechanical maintenance. He can be appraised at GED level 5.

APPRAISAL OF SVP:

"SVP: 7, Machinery Maintenance"

APPRAISAL OF APTITUDES:

Client's motor and dexterity capacity may have been affected by his injury. This might include Motor Coordination, Finger Dexterity, Manual Dexterity, and Eye-Hand-Foot Coordination. Those abilities which can be used strictly in a sitting position will be less affected. For example, client has not lost ability to write well as evidenced by his work application. Only a physician would be able to determine if there is any residual neuromuscular difficulty which might affect performance of all activity factors. Eye-Hand-Foot ability, of course, will be limited to the right leg. In lieu of a Physical Capacities Report from the physician, it may be well to extend the Aptitude range to include both levels 3 and 4 for all of these factors.

Client's Verbal ability as displayed in both written and spoken communication is well above average and can be appraised as level 2.

Client's Numerical ability can be estimated as level 2.

Spatial and Form Perception are evident in client's previous work. These two factors are marked in boldface type as significant in the Qualifications Profile for the Worker Traits Group of "Craftsmanship and Related Work" in which the job of Maintenance Mechanic is found. Since the client was very successful at his job, it can be assumed that he was able to meet this aptitude requirement. An additional clue to Spatial and Form Perception may be seen in the blueprint reading which client studied in school and later used on the job. One might even speculate on the possibility that the playing of chess requires Spatial ability. Both factors may be appraised at level 2.

There is not much information available upon which to base an appraisal of client's Clerical Perception. For lack of this information it will be assumed it is at least at level 3.

There is no indication of lack of gross Color Discrimination.

Aptitude G appears to be above average and can be estimated at level 2.

Estimated Aptitude profile based upon interview:

G	V	N	S	P	Q	K	F	M	E	C
2	2	2	2	2	3	3 4	3 4	3 4	5	3

GENERAL APTITUDE TEST BATTERY RESULTS:

G	V	N	S	P	Q	K	F	M	E	C
120	118	125	122	127	102	106	104	--*	--	--
(2)	(2)	(2)	(2)	(1)	(3)	(3)	(3)			

*Client had difficulty standing and bending over table in order to perform pegboard test. Technician voided score.

APPRAISAL OF INTERESTS:

Client's preference for work activities can be measured from this previous job in which he was very successful and well satisfied. This performance of the Maintenance Mechanic job indicated a preference for things and objects (factor 1a), preference for activities that are nonsocial in nature, and are carried on in relation to processes, machines, and techniques (factor 4b), and preference for activities resulting in tangible, productive satisfaction (factor 5b). Client's hobby and craft activities at home with hand and power tools also support the listing of these three factors in his Interests profile. In addition, client's choice of engineering as an educational goal indicated "preference for activities of a scientific and technical nature" (factor 2b). Client's estimated profile will be as follows: Int: 1a, 2b, 4b, 5b.

APPRAISAL OF TEMPERAMENTS:

Client has not expressed any situational limitations on the type of work that he would be willing to accept, and has not given any indication of work situations to which he would have difficulty adjusting. No doubt his disability and concern for finding any kind of work would temper such response, but in the interview generally he has shown himself to be a very flexible person. Again using his previous success on a particular job as a basis of evaluation, we can determine situations to which the client will have little or no difficulty adjusting (It may be helpful to re-read job definition of Maintenance Mechanic from Volume I to class at this point in discussion). Temperaments situations can easily be seen from the job activities. These include the evaluation of information against both sensory, judgemental criteria (factor J) and measurable, verifiable criteria (factor M), as well as the precise attainment of set limits, tolerances, or standards (factor T). Such a job would also require adjustment to variety of duties and frequent change (factor V). And, since client was due for promotion to foreman at the time of his injury, it could be assumed that this is indication of client's readiness to assume the direction, control, and planning of an entire activity or the activity of others (factor D). The positive estimated Temperaments profile would be as follows -- Positive Temp: D, J, M, T, V. There are no strong indications of negative Temperaments.

APPRAISAL OF PHYSICAL CAPACITIES AND ENVIRONMENTAL TOLERANCES:

Although we do not have a Physical Capacities Evaluation for this client, we do have some definite information about his physical limitations. The client is limited to Sedentary Work. He must avoid extensive walking. He will be able to sit down while working. The physical capacity for reaching, handling, fingering, and/or feeling; and for talking, hearing, and seeing is not impaired. As a result of the limitations on physical activities, the client will be limited to Inside Work. In addition, it appears that he has little tolerance for most working conditions factors rated in jobs. He may have reasonable noise toleration. The full profile would be as follows: Strength Factor S. Comments: PD factors 2, 3 not tolerated; EC factors 2, 3, 4, 5 (vibration), 6, and 7 not tolerated.

DEVELOPMENT OF OCCUPATIONAL CLASSIFICATION

This case illustrates a classic problem in working with less-than-fully-qualified clients--the worker who is forced to make a job change because of handicap or disability. This type of client, as in our example, often has a great deal of skill and experience related to his previous work. The logical approach to the problem is to determine how much of this can be salvaged and applied to another job and another career. Perhaps the client's background can be used as a solid basis upon which to build toward a slightly different job goal.

How can the Worker Traits tools be used to good advantage in dealing with this type of case?

The development of this classification will illustrate the value of the Worker Traits Group as a "job family". The job of Maintenance Mechanic (any ind.) II 638.281, which the client previously performed, will be found in some Worker Traits Group as will all jobs in the DOT. The appropriate group in this case is "Craftsmanship and Related Work" on page 312. Since the client was successful in his job, we can assume that he meets the qualifications for this Group. As these jobs are all related in terms of the Worker Traits requirements, it follows that this group represents the most likely source of alternative possibilities for the client. In other words, if the client can perform one job from this group, he probably has the potential for performing other jobs in the same group.

The critical factor in assisting this client with suitable alternative jobs will be Physical Capacities and Demands.

How can an interviewer know and compare the Physical Demands requirements of all the jobs in this Worker Traits Group? The answer is, by using Supplement 2 to the Dictionary of Occupational Titles the interviewer can see at a glance all jobs in this Group arranged according to whether the work has been rated Sedentary, Light, Medium, Heavy, or Very Heavy Work; and can also read the important individual Physical Demands requirements for each job.

The interviewer will find Maintenacne Mechanic II 638.281 in the group of Craftsmanship and Related work on page 45, and indicated as Heavy Work. He then knows that the job typically requires lifting up to 100 lbs. and/or frequent lifting and carrying up to 50 lbs. He also sees the other important Physical Demands and Working Conditions. Phys. Dem: H, 2, 3, 4, 5, 6; Work Cond: B, 4, 5, 6, 7. For this job every Physical Demands factor is listed as an important requirement, as well as every Working Condition factor, with the exception of extreme heat and extreme cold. It is easy to understand now why client must seek other work.

The task at this point is to attempt to locate another job within this Worker Traits Group which he might perform. The interviewer, however, cannot and must not assume that the client can perform any or all of the jobs in the Group that have been rated Sedentary. He must remember that even though the Worker Traits requirements are similar, a Worker Traits Group cuts across many technologies and different types of work, each with its own special techniques and job knowledge. It is not realistic, for example, to expect that a Photograph Retoucher can automatically become a Dental-Laboratory Technician because they are in the same Worker Traits Group -- even though the basic traits requirements are very similar. There is an important difference in the technology of jobs. For this reason the interviewer will first want to look for jobs that are close to the same type of work previously performed, or jobs that can make use of the same basic skills and which can be learned in a reasonable period of time. The interviewer can be guided in his

search by the first three digits of the occupational code, since they reflect the technological differences among jobs.

In our example, the interviewer should look first to see if he can find in the Worker Traits Group any sedentary jobs that have been coded in the same, or related Occupational Group as that of Maintenance Mechanic. The closer he gets to that exact Occupational Group code number, the closer he will be to relating the technologies.

In the list of sedentary jobs in Supplement 2 the interviewer will find Maintenance Technician (profess. & kin.) 638.281. It is exactly the same code number as the job of Maintenance Mechanic. The only important physical demands are Handling and Seeing, both of which the client can perform. The interviewer then turns to this job in Volume I to read the definition. (Read definition to class). He sees that the job is highly compatible with the client's background and experience. It is a desk job in which the worker analyzes mechanical repair problems, but instead of being concerned about the immediate physical repair of a single breakdown or failure, the worker considers all aspects involved in a long-range solution to problems of this type and makes recommendations for corrective measures, replacement, or redesign. It appears to be an ideal job for the client, one which will not only take advantage of his experience, but will enable him to use other skills such as mathematics, blueprint reading, drafting, etc.

If, after discussion, the client agrees with this occupational goal, he can receive the classification of Maintenance Technician. Other classifications may be assigned for crafts and benchwork jobs, or for professional jobs which the client may be able to perform, such as those involving drafting or numerical computation. These solutions will have to be evaluated on their own merits in terms of appropriateness and compatibility of client's traits with the indicated Worker Traits Group.

Not all class members will arrive at this solution to the case, although they have been exposed to all the tools used in finding the classification. The case can serve as a pratical illustration of the use of DOT Supplement 2. The same basic principle and the same procedures can be applied to many other problems where Physical Capacities and Demands are the important variable.

BASIC CASE

The client is age 22, married with two dependents. He completed the 9th grade before dropping out of school. Could not be tested with GATB, so Stanford Achievement Test was given. SAT score shows 5th grade level of performance. Client received a Bad Conduct discharge from the Army and has a civilian jail record for auto theft. Has never held a job longer than three months. Previous work history is varied and spotty, ranging from trainee counterman to laundry laborer. Has always lived in an urban environment and has difficulty speaking English fluently. Sports mustache and beard and wears dark glasses. Does not know what kind of work he wants do do, but demands that he be hired by some employer for "a good paying job."

ADDITIONAL INFORMATION GAINED FROM INTERVIEW

In early interviews client used most of interview time to express considerable hostility. Still speaks a great deal about "bad treatment" but has now begun to talk about himself a little.

Did not like anything about school. Can go on at length talking about certain teachers he especially disliked.

Has not been active in organized sports but appears to be in good physical condition. Has strong, slightly stocky build.

Application card shows almost total lack of written communication skill. Is able to express himself better orally, although he depends upon popular jargon a lot. Occasionally, he forms colorful and imaginative word imagery while speaking.

Disliked military service intensely except during period of time that he was assigned to the motor pool as a driver.

Stated he was discharged from service for going AWOL several times, "causing trouble generally," and finally striking a noncommissioned officer.

Asked about his arrest for car theft, client replied, "I just wanted to see what it was like to drive a good car for once, so I picked the best one I could find."

States he did not like any of his previous jobs. Said, "They're always on to you, telling you every thing to do." Mentions "bad supervisors" a lot in talking about previous jobs.

Stated that he was fired from his trainee job as a Counterman because he "talked back to customers." States that he was only trying very hard to learn to do the food preparation work and that customers "kept

bugging him."

Leisure time pursuits are usually not very structured, often consisting of riding around in a car with a group of friends, or "hanging around" a favorite food-take-out stand. States that he does like to watch television, but he apparently does so without a great deal of program selectivity except for boxing. Just watches "whatever is on."

Is very interested in local boxing matches, and follows career of favorite boxers quite closely. Occasionally attends matches when he has money for tickets.

Although client usually speaks rather casually about his wife and child, when this subject is explored in more depth, he expresses concern for them since he does not have steady work. Client and family live with mother-in-law in her small house. Because of this he does not like to stay at home, especially during the daytime.

Later in sessions, when asked directly about job duty preferences between working with people or working with things and objects, client stated that he definitely preferred to work with machines or work with his hands in doing something. Does not think he would like working with people.

States that he would not be opposed to performing repetitive, routine duties on a job "as long as the job was a good one."

Volunteered no particular preference for an occupation during initial sessions, but later once stated that ever since he was a boy he had always dreamed of "driving a big semi-truck down the highway." He has never felt that he would have the chance to do that on a job, however.

CLIENT APPRAISAL ESTIMATES

GED:_____ INT:_____ POSITIVE TEMP:_____

SVP:_____ NEGATIVE TEMP:_____

APT:	G	V	N	S	P	Q	K	F	M	E	C

GATB RESULTS:

G	V	N	S	P	Q	K	F	M	
									(scores)
									(conversion to Aptitude levels)

STRENGTH FACTOR:_____

COMMENTS ON PHYSICAL CAPACITIES AND ENVIRONMENTAL TOLERANCES:_____

_____

_____

OCCUPATIONAL CLASSIFICATION:_____

CASE DISCUSSION Case #4

APPRAISAL OF GED:

The client's test results for Stanford Achievement Test indicates 5th grade performance level. There is little additional information from the interview items that would mediate the estimate of GED upwards. The client's GED level can be appraised at level 2.

APPRAISAL OF SVP:

No significant SVP.

APPRAISAL OF APTITUDES:

Very little information has been obtained for use as a basis for estimating the aptitude possessed by the client. Motor Coordination, Finger Dexterity, Manual Dexterity, and Eye-Hand-Foot Coordination appear to be at least level 3. Eye-Hand-Foot Coordination and Spatial can be seen in client's work as a driver in military service.

The client's Verbal ability as demonstrated in his spoken and written communication, and as reflected in test results, appears to be at level 4.

On the basis of SAT results it would appear that client's Numerical ability is also below average and more likely to be level 4.

More information might have to be obtained before Form Perception can be estimated.

There is little information about Clerical Aptitude. Since it is somewhat related to reading and to verbal skills, there is every expectancy that it will be in the lower range with the Verbal Aptitude, level 4.

There is no indication of lack of gross Color Discrimination.

Aptitude G appears to be within the range of levels 3 and 4, probably more realistically, level 4.

Estimated Aptitude profile based upon interview:

G	V	N	S	P	Q	K	F	M	E	C
4	4	4		4	4	3	3	3	3	3
3				3	3					

GENERAL APTITUDE TEST BATTERY RESULTS:

None

APPRAISAL OF INTERESTS:

In answer to direct questions, client states preference for activities dealing with things and objects (factor 1a), and activities that are nonsocial in nature and carried out in relation to processes, machines, and techniques (factor 4b). The incident in which client attempted to work as a counterman seems also to bear this out. Other factors do not seem to characterize client interests. Resulting estimated Interests profile will be as follows: Int: 1a, 4b.

APPRAISAL OF TEMPERAMENTS:

The client has stated that he can adjust to repetitive or short cycle operations (factor R). There is not enough information to permit appraisal of the remaining factors, although he did say that he was "trying hard" to learn food preparation work. The estimated Temperament profile therefore would be-- Positive Temp: R.

APPRAISAL OF PHYSICAL CAPACITIES AND ENVIRONMENTAL TOLERANCES:

There are no known limitations on either Physical Capacities or Environmental Tolerances. A realistic appraisal of Strength factor would place Heavy Work and possibly Very Heavy Work. Clients estimated profile would be as follows: Strength: H, V. Comments: No limitations of PC or ET.

DEVELOPMENT OF OCCUPATIONAL CLASSIFICATION Case #4

The development of a goal and a classification for this client is difficult because of the lack of much specific job-related information. This may be typical of cases where there has been educational and cultural disadvantage. The task for the interviewer is to be able to evaluate client ability and potential despite low results of tests and other traditional appraisal methods.

Cases of this type usually involve many more aspects than simply vocational choice. These may include problems of client attitude, motivation, adjustment, and general employability remediation. The following discussion will address itself primarily to matters of vocational

choice, but it does so with the full understanding that this is only one consideration in the process of solution.

The client has not, to this point, had any meaningful work experiences. There is very little information to suggest even a suitable Area of Work for the client. One clue, however, seems to recur in the information that was developed in the interviews. That clue relates to driving. The client liked driving in military service; he spends some of his leisure time in driving around; one of his boyhood dreams was to be a truck driver; he has even stolen an automobile for the mere pleasure of driving it. Why shouldn't a driving job be well suited for the client? Can he qualify for this type of work? Does such work have enough tolerance for the client?

The interviewer working with this case may wish to find out about the requirements for driving work. He turns to page 214 in Volume II to the general Areas of Work to locate a Worker Traits Group that is related to driving work. He sees that the Area called "Machine Work" appears to offer the best possibility. He turns to page 429 to read the list of Worker Traits Groups and finds there the Group "Driving-Operating" listed on page 444. (Another interviewer might instead consult the Alphabetic Arrangement of Worker Traits Groups beginning on page 215 to see if there is a Group called driving. He will also find the "Driving-Operating Group" listed on page 444.)

Turning to this Worker Traits Group, the Interviewer compares his evaluation of the client with the narrative and profile information. He sees that military driving experience is one of the "Clues for Relating Applicants and Requirements". He notes that there are some jobs in the Group which have been rated at GED level 2, and that the range of aptitudes listed in the profile will not exclude any factors which he has appraised in the client. He sees that the Interest pattern is identical to his appraisal. He sees that Temperament factors are compatible with the client's profile.

In order to discuss specific job possibilities in this Group with the client, the interviewer can make good use of Supplement 2 to the DOT. The Group called "Driving-Operating" is on page 118. Finding the Worker Traits Group, he is then able to see those jobs rated at GED level 2. He can also see the varying amount of specific training time required for each job. Jobs at GED level 2 offer the best possibilities for the client, since he may be in the lower Aptitude range on the Qualifications Profile.

The interviewer may wish to make a list of specific job possibilities rated at GED level 2 for discussion. Such a list might include; for example:

-Food Service Driver (hotel & rest.) 906.883

-Deliveryman (any ind.) 919.883

-Straddle-Truck Operator (any ind.) 922.883

-Asphalt-Paving-Machine Operator (const.) 853.883

-Industrial-Truck (forklift) Operator (any ind.) 922.883

-Teamster (any ind.) 919.883

If after discussions the interviewer feels that the client understands the kind of work involved as well as worker requirements, and the client chooses a driving job as an occupational goal, either a specific job title or a broad Worker Traits Group title may be assigned.

A discussion of occupational choice isolated from other important aspects of this case, and cases like it, seems, no doubt, superficial. In reality, the development of classification will be merged with counseling which deals with the other problems of employability. As a result, additional possibilities for career development may emerge from the results of the interview sessions. The material presented here illustrates only a more obvious classification possibility.

APPENDIX B

Introduction to Worker Traits

Appendix B

SUBJECT:	Introduction to Worker Traits
OBJECTIVE:	To promote greater understanding of Worker Traits concepts and definitions as they relate to job requirements.

TRAINING AIDS:	Large Blackboard Charts (optional)
MATERIALS	Handbook for Analyzing Jobs
METHODS:	Lecture; Visual Aids

KEY POINTS | TEXT

INSTRUCTOR: READ ALOUD CATEGORIES OF INFORMATION: PAGE 4 IN HANDBOOK FOR ANALYZING JOBS. WRITE COMPONENT NAMES ON BLACKBOARD OR HOLD UP CHART REFLECTING THESE.

THE WORKER TRAITS COMPONENTS

Training Time (general educational development, specific vocational preparation)

Aptitudes

Interests

Temperaments

Physical Demands and Environmental Conditions

INSTRUCTOR: POINT TO EACH COMPONENT AND REPEAT THE NAME ALOUD

Worker Traits are defined as, "Those abilities, personal traits, and individual characteristics required of a worker in order to achieve average successful job performance."

Individual definitions for the components and their factors are contained in Appendix B to the Handbook for Analyzing Jobs.

TURN TO WORKER TRAITS, APPENDIX B OF HANDBOOK, AND GO OVER IT WITH TRAINEES COMPONENT BY COMPONENT.

APPENDIX C

Orientation to Worker Traits Arrangement

Appendix C

SUBJECT:	Orientation to Worker Traits Arrangement, Volume II, DOT.
OBJECTIVE	To provide a working knowledge of the Worker Traits Arrangement format and contents to facilitate its use in relating people and jobs.

TRAINING AIDS:	Large Blackboard Charts (optional)
MATERIALS:	Dictionary of Occupational Titles, Volumes I and II
	Red-lead pencils
METHODS:	Lecture; Visual Aids; Practice Examples

KEY POINTS	TEXT
Worker Traits Arrangement, Volume II, DOT Pages 214-529	This is a section in Volume II of the DOT in which jobs are grouped according to homogeneity of traits requirements. These groups are arranged according to 22 areas of work.

INSTRUCTOR: WRITE "AREAS OF WORK, PAGE 214 OF VOLUME II OF THE DOT" ON BLACKBOARD. THESE AREAS ARE LISTED AS:

ART

BUSINESS RELATIONS

CLERICAL WORK

COUNSELING, GUIDANCE, AND SOCIAL WORK

CRAFTS

EDUCATION AND TRAINING

ELEMENTAL WORK

ENGINEERING

ENTERTAINMENT

FARMING, FISHING, AND FORESTRY

INVESTIGATING, INSPECTING, AND TESTING

LAW AND LAW ENFORCEMENT

MACHINE WORK

MANAGERIAL AND SUPERVISORY WORK

MATHEMATICS AND SCIENCE

MEDICINE AND HEALTH

MERCHANDISING

MUSIC

PERSONAL SERVICE

PHOTOGRAPHY AND COMMUNICATIONS

TRANSPORTATION

WRITING

KEY POINTS	TEXT
	Although there are no overall trait profiles for these Areas, certain Worker Traits are dominant in each. The Areas have no direct relationship to the code structure of the classification system of the DOT.
Worker Traits Groups Are Arranged Under The Areas of Work	To see how the Worker Traits Groups are arranged within these 22 Areas of Work, turn to page 217 of Volume II of the DOT. From pages 217 to 223 we find the Worker Traits Groups listed under their respective Areas of Work. You will notice that the titles of the Areas of Work are in the center of the page in capital letters. These areas remain in alphabetical order just as they are on page 214. The use of capital letters in the listings under the Areas does not make it any easier to spot the Areas of Work. We can remedy that by taking the red pencils and underlining (or even drawing a box around) the titles of the Areas of Work, beginning with "ART' on page 217 and then "BUSINESS RELATIONS" and "CLERICAL WORK" and so forth, until all 22 have been highlighted. It will look like this when you are finished.

INSTRUCTOR: HOLD UP OWN COPY OF VOLUME II AND SHOW UNDERLINING ALREADY MADE. ALLOW TIME FOR CLASS TO COMPLETE UNDERLINING.

Cross references are Helpful in Arriving at the Correct Worker Traits Group Examination of "Crafts" Area of Work Outline	Most Worker Traits Group names seem to fit rather logically under the broad Area of Work where they have been assigned. The contents of some of the Areas of Work are very obvious from their titles. Some are not so obvious. Turn to the Area of Work called "Crafts" on page 218, and take a look at the Worker Traits Groups listed there. At the top of the list are two groups for Supervisory Work, the first one for working supervisors and the second for non-working supervisors. Looking down the list we see the names of other Worker Traits Groups. such as "Costuming, Tailoring, and Dressmaking," "Cooking and Related Work," "Craftsmanship and Related Work," "Precision Work," and "Manipulating Work." All of these groups contain jobs that are primarily craft type. Notice the period followed by one or more sets of three digits to the left of each group. These three digits are the 4th, 5th, and 6th digits of the occupational classification code(s) of the jobs in the group, and

KEY POINTS	TEXT
	indicate the level of complexity of the jobs. At the beginning of each Area of Work as it appears in the Arrangement there will be a page containing the list of Groups that follow. For example, Engineering, page 370, is the title of an Area. You will see Titles of 9 groups listed in descending order of level of complexity accordint to the three digits at left of page. On the right, opposite each group title you will see the page number on which it begins.

INSTRUCTOR: ALLOW TIME FOR CLASS TO BROWSE THROUGH THE WORKER TRAITS ARRANGEMENT.

Take a few minutes to examine the listing of these Areas and Groups on pages 217 to 223, and become acquainted with them.

INSTRUCTOR: ALLOW TIME FOR CLASS TO EXAMINE THE OUTLINE.

Descriptive Information About Worker Traits Group

Each Worker Traits Group begins with a section of descriptive information which specifies the characteristics of that particular group. There are four types of information provided:

1) Work Performed, which states what the workers in jobs in this group do.

2) Worker Requirements, which verbalizes the traits in the group profile that are important in these jobs.

3) Clues for Relating Applicants and Requirements, which provides brief statements of characteristics that workers should possess in order to be considered likely to succeed in this type of work.

4) Training and Methods of Entry, which discusses some of the kinds of formal training usually required by jobs in the group.

KEY POINTS	TEXT
Examination of Worker Traits Group: "Drafting and Related Work"	Turn to the Group called "Drafting and Related Work" on page 377 (pause). At the top of the page we see the name of the Group "Drafting and Related Work." Beneath the title appears the three-digit numbers indicating the levels of complexity of the jobs in the group. They are .181 and .281. Let us read the descriptive information for this Worker Traits Group.

INSTRUCTOR: READ MATERIAL OR ASK CLASS MEMBERS TO READ SECTIONS.

Descriptive Information Refers to All Jobs in the Worker Traits Group	The description provides us with a composite of information about this Worker Traits Group as a whole. Within this framework, jobs may have varying trait requirements. This is expressed by the statement "An occupationally significant combination of....." There is also a variety of "clues" and training and methods of entry. Below the description, there are two other categories of data about the specific group.
Information About Related Classifications	The first is the Related Classifications on the left side of the page. These Related Classifications will lead you to other Worker Traits Groups which have somewhat similar work performed and traits patterns. This section is to be used when you are looking for the most appropriate Worker Traits Groups to relate to the appraisal of a client's traits.
INTERPRETING QUALIFICATIONS PROFILE	The second category is the Qualifications Profile. The information about Worker Traits requirements is expressed by numbers to save time and space. The meaning of the numbers can be obtained from Appendix B at the back of Volume II pages 651-656.
Profiles Represent All Jobs in the Group	A single job has a specific Worker Traits pattern. Now we are going to be dealing with Qualifications (or Worker Traits) Profiles that apply to groups of jobs. Naturally this will cause some variations in the resulting profiles. Instead of a single specific factor level for jobs in the group, there may be ranges.

KEY POINTS	TEXT
The Profile Shows Ranges in the Worker Traits	Let us take a look at the Qualifications Profile for the Worker Traits Group of "Drafting and Related Work".
GED	Next to GED we see the number 4 and the number 5. This means that the majority of jobs in this Worker Traits Group can be performed by a worker with a GED of 4 or more, while a lesser number requires that the workers have a GED of 5 or more.
SVP	For SVP we see only one level given: level 7. This means that for all jobs in this Group workers will typically reach average satisfactory performance after Specific Vocational Preparation of two to four years.
Aptitudes	In the Aptitudes profile, the number on the first line underneath the factor symbols indicates that the majority of jobs are estimated to require that level of the aptitudes; the numbers on the line(s) beneath indicate that a lesser number(s) of jobs require the indicated level(s). In this drafting group the Aptitudes requirements of Intelligence (G), Verbal (V), and Numerical (N) remain relatively constant at levels 2, 3, 2 respectively. For Spatial Aptitude a range of 1 and 2 are recorded. This means that the majority of the jobs in this group require level 1, whereas the remaining jobs are estimated to require level 2. Form Perception (P) and Clerical (Q) estimated requirements are at levels 2 and 3. Motor Coordination (K) and Finger Dexterity (F) have ranges which include both levels 2 and 3. Manual Dexterity (M) estimated requirement is level 3 and Eye-Hand-Foot (E) and Color (C) are at levels 5 and 4.
Important Aptitudes in Boldface Type	Before we leave Aptitudes we should point out that in the Qualifications Profiles you will notice that some of the letter designations for the Aptitude factors are in boldface type. This is done to indicate which of the eleven aptitudes are estimated to be particularly important for jobs in that Worker Traits Group. These are the Aptitude factors upon which you will want to focus your attention when you are comparing a client's estimated aptitude potential with the Worker Trait Aptitude profile.

KEY POINTS	TEXT
	There is a paragraph regarding important Aptitudes on page 653 in Appendix B of the DOT, which we did not emphasize at the time we discussed Aptitudes. Let's read that now.

INSTRUCTOR: READ PARAGRAPH AT BOTTOM OF PAGE 653 in VOLUME II.

Interests and Temperaments	The factor designations in the Qualifications Profile that refer to Interests and Temperaments are presented in the same order for both components: The number listed first indicates that within the specific group more jobs are estimated to require this factor; the next number to the right represents a lesser number of jobs as requiring it, etc. Some jobs in the group may be estimated as requiring only two of the factors listed while others may be estimated as requiring three or more. In the Worker Traits profile for "Drafting and Related Work" the Interests factors that characterize this group of jobs are 1, 7, and 9. What are these factors? (pause for response) They are "preference for activities dealing with things and objects," "preference for activities of a scientific and technical nature," and "preference for activities that are nonsocial in nature, and are carried on in relation to processes, machines, and techniques." The Temperament factors in the profile for this Group are 0 and 12, indicating "situations involving the evaluation of information against measurable or verifiable criteria," and "situations involving the precise attainment of set limits, tolerances, and standards."
Physical Demands	In the Qualifications Profile the estimated important Physical Demands factors found in jobs in the group are listed. However, all the physical demands that may be shown in a profile are not necessarily required by each job in the group. It is possible that the physical demands of a job in one establishment may be slightly different to those in another establishment (due generally to variations in equipment, machines, etc.). The number in the

KEY POINTS	TEXT
Physical Demands (Con't.)	profile represents a composite and the specific requirements for the position would have to be determined. In the case of the drafting group, all jobs are Sedentary.
No Category for Working Conditions	You may have noticed from this Worker Traits Group and from others in the arrangement that there are no ratings for Environmental Conditions in the Qualifications Profile. This is because it is almost impossible to characterize these conditions from establishment to establishment, especially for those Worker Traits Groups that contain a large number of jobs involving many different occupational settings. To simplify matters, this sub-component has been omitted. Do you have any questions regarding the arrangement of the Qualifications Profile? (pause for response)
Jobs that Comprise the Worker Traits Group	Now we will turn our attention to the list of jobs on page 378 that comprise the Worker Traits Group called "Drafting and Related Work." The list of job titles is an important part of the Worker Traits Arrangement. You will see that all of the jobs are in numerical order according to the occupational code.

INSTRUCTOR: READ SOME OF THE NAMES OF THE DRAFTING JOBS IN THE GROUP. CALL ATTENTION TO THE FACT THAT ALL OF THE JOBS IN THE LIST ARE ESTIMATED TO MAKE ESSENTIALLY THE SAME WORKER TRAITS REQUIREMENTS UPON WORKERS, ALTHOUGH THEY MAY REPRESENT DIFFERENT AREAS OF TECHNOLOGY, DIFFERENT SPECIFIC JOB KNOWLEDGE, AND DIFFERENT INDUSTRIAL SETTINGS.

WORKER TRAITS GROUPS SOURCES OF INFORMATION ABOUT JOBS

The information provided by the Worker Traits Groups are especially effective in career development, as they are an important source of information about jobs and their requirements. If an interviewer is unfamiliar with a particular job, he can, of course, read the definition in Volume I of the DOT. By using the Worker Traits Arrangement, however, he can also obtain additional data, such as:

- -the estimated educational development needed to perform
- -the amount of specific vocational preparation required for average satisfactory performance

KEY POINTS | TEXT

-important aptitudes

-interests requirements

-temperaments requirements

-clues for relating applicants to requirements of jobs in the specific group

-typical methods of training and entry

-all other jobs that make similar requirements on workers

Up to this point we have been acquainting ourselves with Worker Traits as they relate to jobs. We are now ready to learn how to utilize these concepts in working with clients, particularly those who may be considered less-than-fully qualified (entry workers). Such persons frequently are out of the mainstream of regular placement service and usually require special assistance in arriving at a feasible occupational plan. The discussion of client appraisal through the application of the worker traits approach is not intended to teach vocational counseling, however, it indicates how these facets of client data can be obtained for utilization in the guidance activity.

Different Types of Less-than-Fully-Qualified Clients

There are many different types of less-than-fully-qualified clients. We will meet four of them in our practice exercises in Session I. In review, they are: Ernie Fulton, 20 years old. A recently discharged serviceman who was an infantry rifleman in the Army. Aside from basic and advanced infantry training, did not receive any special vocational training while in the service. Joined the Army soon after graduating from high school. Has never had any full-time work experience, but now that he has completed his military obligation he would like to get a job with a real future.

What occupational plan will be best for Ernie? We do not know--until we know more about Ernie.

Older Worker Returning to Labor Market

Helen Benson, age 51. Recently widowed and now needs a job, both to supplement her small income and to keep herself occupied. Has been a housewife and out of the labor market for over 25 years. Before marriage was a successful secretary, but

KEY POINTS	TEXT
	has lost most of her secretarial skills except for some occasional light typing and some simple bookkeeping which she did at home. Feels that the business training which she had at one time is now "old fashioned" and out of date. Apprehensive about competing with younger workers.
	Should we automatically assume that Mrs. Benson will have to perform some type of minor clerical work if she is to be employed?
	Not without first exploring all her abilities and potential aptitudes; not without discussing her interests, her hobbies, and her leisure-time activities; and not without assessing her ability to adapt to different work situations. We want to discover the best, most suitable work potential possible for our client.
Handicapped Worker Who Must Change Jobs	John Hildenburt, age 37. Married with four dependents. Had been a skilled maintenance mechanic in a manufacturing plant for ten years when he was severely injured in a motorcycle accident. Lost a leg as a result of the accident and also wears a back brace. Can no longer perform the job as a maintenance mechanic because of physical requirements limited to sedentary work.
	Are the skills and the experience that John gained in those ten productive years all valueless now? Must he begin all over again and try to learn a new type of work?
Disadvantaged Client	William Jackson, age 22. Married with one child. Has never held a job longer than three months. Often out of work. Was raised in the ghetto and hasn't had many opportunities. Completed nine grades of school. Has a bad conduct discharge from the Army and has been jailed for auto theft. Viewpoint hostile and militant. Demands a "good paying job."
	What occupational classification is going to be of any help to William Jackson?
	Sessions I and II relate worker traits concepts to client appraisal and career exploration, and contain the procedures for utilizing these concepts in the appraisal of the individual and the formulation of realistic vocational goals.

KEY POINTS	TEXT
USE OF CASE HISTORIES IN TRAINING	You will be working with these four cases during the remainder of the training. You will be using the Worker Trait components to assist in evaluating the abilities, personal traits, and individual characteristics of these clients. You will then be able to compare your evaluation with the requirements of jobs as expressed in the Worker Traits Groups in Volume II of the DOT in order to work out an occupational solution for each case.
	The discussion of client evaluation and the use of case histories in this course are not meant to teach vocational counseling, but rather to illustrate more clearly the application of the Worker Traits concepts information in dealing with people. Counselors may indeed benefit from the training.

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